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## ABSTRACT

This document consists of two publications: the five-year state plan for career education in Kansas and a handbook providing guidelines for program development at the local school level. The plan includes the following information: (1) the results of a two-year needs assessment survey; (2) its two goals: first, to increase awareness of the benefits of career education and encourage support for the adoption of comprehensive career education programs in all state school districts; and second, to provide assistance (consisting of financial aid, instructional materials, demonstration projects, and personnel) to schools for implementation; (3) the objectives, activities, and strategies necessary to achieve the goals; (4) personnel needs; (5) an estimated budget; (6) an evaluation design to assess the plan's effectiveness; and (7) appendixes providing developmental milestones and background information. The handbook, which deals with implementation of the state plan by local educational agencies, is divided into four developmental stages, encompassing sixteen steps: awareness (conducting local awareness activities and obtaining local school board commitment); program planning (organizing local advisory councils, conducting local needs assessment to determine program goals, developing performance objectives and an evaluation plan, and instituting a pilot test program); program implementation (preparing staff and suggesting sources of external support); and program evaluation. (ELG)

ED159411

# STATE PLAN

## CAREER EDUCATION IN KANSAS

JUNE, 1978



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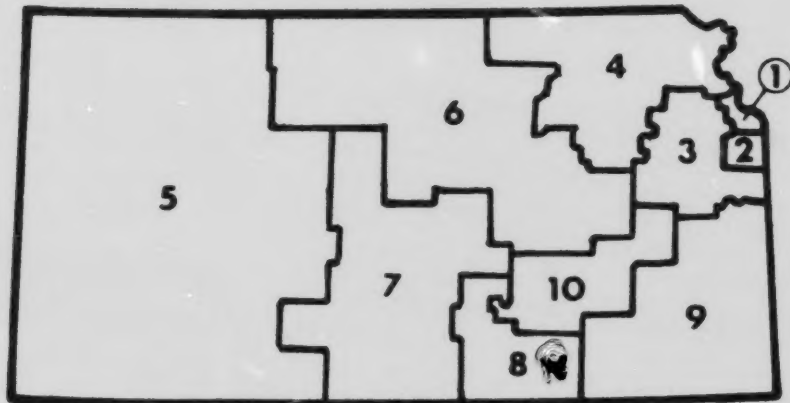
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CE 017 753



## Foreword

Career Education describes a focus for education which provides for organizing experiences to assist each individual in becoming a well adjusted, happy, productive citizen. Career Education allows each student to equate education to his/her present and future needs. Career Education integrates occupational and academic education. Career Education involves the home, the school, and the community in providing learning experiences and opportunities for all students to (1) become aware of a large number of different career patterns (2) to explore different occupations and (3) to acquire facts needed to make decisions in selecting a career and obtaining preparatory education and training for entry into a chosen occupation.

This document reflects the efforts on the part of the Kansas Department of Education to plan for the orderly implementation of this important concept into the educational programs in our schools.

Commissioner of Education

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7 Certification

State Career Education Input Council

I hereby certify that this five-year plan for Career Education for the State of Kansas was prepared in consultation with the members of the Input Council and Practitioners' Council.

\_\_\_\_\_  
Jack Barnett, Chairman, Input Council

\_\_\_\_\_  
Larry Wills, Practitioners' Council

I hereby certify that this five-year plan for Career Education for the State of Kansas was prepared in consultation with the Planning Analysis and Evaluation Section of the Kansas State Department of Education.

\_\_\_\_\_  
Dr. Ann Harrison

I hereby certify that this five-year plan for Career Education for the State of Kansas has been reviewed by this office.

\_\_\_\_\_  
David Kester, Legal Services

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## EXPLANATORY NOTES

Following are a few explanatory notes relative to the particular style used in preparing this document and the abbreviations used in the document.

1. The first letters in the term Career Education are capitalized throughout this document. This is done for emphasis only. It is not intended to reflect that Career Education is any more important than other aspects of the educational process.

2. Kansas State Department of Education is abbreviated as KSDE at various time to improve the readability of the document.

3. Abbreviations used in this document and their meanings are as follows:

AIM/ARM = Abstracts of Instructional Materials/Abstracts of Research Materials

APGA = American Personnel and Guidance Association

CIJE = Current Index of Journals in Education

ERIC = Educational Resources Information Center

KACI = Kansas Association of Commerce and Industry

KCIS = Kansas Career Information Service

KEDDS= Kansas Educational Dissemination/Diffusion System

KNEA = Kansas National Education Association

LEA = Local Education Agency

LINK = Linkage system of KEDDS composed of facilitators who work closely with local school organizations

NACE = National Association of Career Education

RIE = Resources in Education

SEA = State Education Agency

## CREDITS

The State Plan For Career Education in Kansas was developed under the provision of a two-year grant from:

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## PREFACE

### The Kansas State System of Public Schools

The Kansas system of public schools is controlled by publicly elected officials and is supported with public funds. The public schools are under the jurisdiction of a state board of education, an elected ten-member board of lay persons. The general supervision of the public system, which encompasses a scope of programs from kindergarten through post-secondary level, is the responsibility of a state commissioner and a state department of education.

The Kansas State Department of Education operates within the mandates of an amendment to Article 6 of the State Constitution which became operational in January, 1969. A commissioner of education is appointed by the State Board of Education to administer the activities of the department. The commissioner is responsible for implementing board policy, managing the state school system, and providing overall leadership in education. Three assistant commissioners direct the divisions of the department and serve as the department's executive committee.

### The Kansas State Board of Education

The ten members of the Kansas State Board of Education (hereafter referred to as the State Board of Education) are elected to alternating four-year terms from districts comprised of four of the state's senatorial districts.

The State Board of Education is dedicated to the coordination and promotion of a statewide system of education which ensures educational opportunities for all persons to develop those individual capabilities needed to live productively in society. The State Board of Education views its ultimate role as an advocate for students in the educational process, but it accepts the fact that implementation of the actual delivery system does and should rest with local education agencies. To identify, clarify, and assert the role of the State Board of Education, the following goals were adopted on July 13, 1976:

1. The State Board of Education will recommend and support legislation which ensures positive and progressive development of an educational system in Kansas based on identified needs and a periodic evaluation of current and future educational programs.
2. The State Board of Education will adhere to the principle that the purpose of guidelines, rules and regulations, state plans, and directives is to achieve balance between constitutional and legislative intent and local determination of policies, priorities, and procedures.
3. The State Board of Education will promote the principle of consultation to local educational agencies as an important function of the department.

4. The State Board of Education will maintain an awareness of pending federal education legislation and will work to ensure that federal guidelines, rules, and regulations will provide the widest latitude to the state which are consistent with the intent of Congress.
5. The State Board of Education will establish priorities in writing so that resources, staff, and funds can be allocated to complete adopted projects and activities.
6. The State Board of Education will encourage and support continuing efforts to implement teacher education programs which emphasize competencies needed in addition to academic preparation.

INTRODUCTION

## INTRODUCTION

### The State of Kansas Definition of Career Education

The following definition of Career Education was first developed by the Kansas State Department of Education in 1977 and was adopted as the definition under which the State Plan For Career Education will operate:

Career Education is the effort of schools and the community to help all individuals recognize and appreciate the values of a work-oriented society, to implement these values into their lives, and to acquire competencies so that work becomes possible, meaningful, and satisfying to each individual.

This definition represents the result of examining and discussing many different definitions and concepts of Career Education. Although the ultimate design of a complete Career Education approach is the responsibility of the local community, a school system or school with a well-developed Career Education program might have the following characteristics:

- ° True to life problems and assignments to teach subject matter in an appropriate context (e.g., reading newspapers, using a family or business budget to learn mathematics, etc.). This also increases students' exposure to various types of careers and family tasks by intrinsically motivating and reinforcing the concept that school serves as a preparation for adult living.
- ° Student and teacher communication with people from all sectors of the community. Speakers and resource people have the opportunity to influence educational decisions and curricula. Students and teachers use community settings and resources for teaching and joint planning of educational experiences (summer placement of teachers, student placements, and field trips, to name a few).
- ° An information and resource center that teachers and students could use for finding out about the nature of various types of careers, necessary preparation, education and training, availability of opportunity, etc. It would also contain curriculum materials and other resource materials.
- ° Classroom teachers, school counselors and specialists who understand, are well trained in, and who support the basic concepts of Career Education.
- ° An active community-school advisory board made up of local people who are concerned about Career Education.
- ° An appointed coordinator of Career Education whose duties include the utilization of community resources.

- ° A career oriented counseling/placement capability that focuses on the individual students and is in line with expected student outcomes.

#### Clarification Statements

The following statements were proposed by the Career Education Practitioners' Committee as helpful elaborations on the definition of Career Education in Kansas:

- ° Prerequisite to good Career Education decision making is an understanding of a person's own knowledge of her/his own needs, values, and skills.
- ° Career Education is for all persons - the young and the old, the mentally handicapped and intellectually gifted, the poor and the wealthy, males and females, students in elementary schools and in graduate schools.
- ° The societal objectives of Career Education are to help all individuals (1) want to work, (2) acquire the skills necessary for work, and (3) engage in work that is satisfying to the individual and beneficial to society.
- ° The individualistic goals of Career Education are to make work (1) possible, (2) meaningful, and (3) satisfying for each individual throughout her/his lifetime.
- ° The resources required for implementing Career Education are to be found in many parts of the community and are not limited to those in the schools.
- ° Parents, business, labor, community organizations, agriculture, etc., all have dual roles to play in Career Education: (1) as sources of input from the community as to its expectations and (2) as resources for Career Education (e.g., speakers, exploration, volunteer students, study trips, on-the-job study, etc.).
- ° Classroom activities should be extended to include the total educational and learning environment of the greater community.
- ° Wise Career Education decisions require direct exposure to varied experiences whenever possible so that various options can be evaluated in their context.
- ° Student participation in the work world should be viewed as an educational activity and not as economic competition.
- ° Students should not be exploited as cheap labor.
- ° Career Education is NOT just another name for vocational (or technical or occupational) education. Whereas vocational or technical education is a program with very specific aims and content, Career



Education is a process or vehicle with some very broad, long-range goals. Career Education does not narrowly focus on specific training for a specific job placement. Instead, it provides an educational opportunity to explore many occupational and life-style alternatives and, in effect, should widen the scope of choices.

- ° Vocational (or Occupational) education is a part of Career Education, but the terms are in no way synonymous. Career Education is for ALL students and encompasses ALL areas of occupational interest.
- ° Career Education is NOT anti-college, nor pro- trade skills. One of the aims of the Career Education program is to achieve 100 percent placement of high school graduates. Placement may be in one of the following categories: (1) the active job market, (2) apprenticeship programs, (3) community colleges, (4) a university, (5) private trade schools, or (6) technical institutes.
- ° Career Education encourages a college or university education for all students interested in benefiting from what a college has to offer in personal and occupational development within a career which requires an advanced degree.
- ° Career Education is NOT just another course to be added to the existing curriculum. The concept of Career Education needs to be incorporated into the courses which already exist. A central idea is to relate the basic subject matter to the real world in which we live so that the 3 R's become meaningful and relevant to every student. There is no such thing as a "Career Education textbook." The objective is to fuse the Career Education concept into the existing curriculum so that it becomes an integral part of educational activity.
- ° Career Education DOES NOT "lock in" a student at an early age to any particular career or occupational group. Career Education allows and encourages students at all grade levels to "explore" occupational areas in which they are interested. They are not bound by any tentative selections and are free to explore as many occupations as they desire. Career Education allows the individual to see and to try alternative decisions in life.
- ° Career Education must increase the relevance of school by focusing on the learner's perceptions of work and of herself/himself as a worker.
- ° Career Education must recognize the variety of individual learning styles; some students learn better from "hands on" experience and others from abstract concepts. For that reason, Career Education is not to be limited to the classroom. It relates to all learning environments and learning experiences from early childhood throughout the productive life of the individual. In early childhood it should provide an awareness of the nature of the world of work as well as the importance of work itself in our society. As the child moves through school, familiarity with the world of work increases and knowledge is acquired which is necessary to obtain meaningful employment



upon leaving formal school. She/he should be able to resume formal schooling at any time throughout life to improve her/his capacity to meet changing job requirements or to enrich her/his personal life.

- ° One's need for education and one's careers extend from preschool through retirement. Career Education should span one's life.
- ° The developmental process for an individual occurs in five general phases:
  1. Awareness - perception of the world of work and of workers, of leisure time, of resources, and a positive self-concept
  2. Orientation - internalization of knowledge, analysis, and consideration of general directions and goals
  3. Exploration - engaging in activity seeking and testing of options
  4. Selection - narrowing, evaluating and choosing options
  5. Action - implementing the decision and continuing appraisal of choice.
- ° Career Education, in addition to its prime emphasis on paid employment, extends to the activities of the student as a learner, to the growing number of volunteer workers in our society, to the work of the full-time homemaker, to the work of a citizen, and to the activities one engages in as part of leisure time.

The statements below were taken from a position paper produced by the Kansas State Department of Education and adopted by the State Board of Education in January, 1973.

Career Education is. . .

- ° An effort to diminish the separateness of academic and vocational (or occupational) education.
- ° An approach which has some operational implications for every educational level from kindergarten through all post-secondary education.
- ° A direct response to the importance of facilitating individual choice so that occupational preparation and acquisition of basic academic skills can be coordinated with developing individual preference.
- ° A process of ensuring that every person leaving from the formal educational structure has obtained an awareness of career opportunities, including exploration and work experience, and has developed the skills necessary for entry and advancement in the work world.

- ° A way of increasing the relevance of education for more students by making all subject matter more meaningful at every grade level.
- ° A design to make education an open system so that those who leave school or drop out, including adults, may return to school when their personal circumstances or job requirements make this necessary or feasible.
- ° A structure designed to ensure community cooperation with the local educational units in using all available resources.
- ° An enterprise utilizing new technologies and materials of education to meet developing needs (i.e., individualized programming, simulations).
- ° A form of education which provides a background for developing academic, occupational, and vocational skills for all students.
- ° A system for developing positive and wholesome attitudes toward all work.

#### Evidence of The Need for A State Plan

In the past six years selected school districts in the State of Kansas have made remarkable progress in developing and implementing successful Career Education programs. As a direct result of these initial Career Education programs, the Kansas Legislature in 1974 passed a concurrent resolution that directed the State Board of Education to "encourage, support, and promote Career Education programs in Kansas school districts" and to "prepare and submit to the 1975 Legislature a detailed funding proposal designed as expeditiously as possible to make Career Education opportunities available to all students of Kansas schools." As a result of this, a Career Education Specialist position was authorized for the State Department of Education. The Governor, in his budget message to the legislature in January, 1975, recommended that \$200,000 be appropriated to assist local schools in developing Career Education through a state managed and directed technical assistance network. The 1975 Legislature passed legislation to allow local school districts to cooperate with one another in pooling funds to support Career Education activities. This legislation allows school districts of fewer than 1,500 students to cooperate and to provide collective financial support for certain specialized Career Education materials and services that may be too expensive to support individually. In fiscal year 1977, the Governor recommended and the legislature approved funds to support a Career Education Specialist on the Kansas State Department of Education staff and \$92,000 for promoting Career Education activities at the secondary school level.

At this time, there is little state-wide coordination of Career Education. The breadth of the Career Education movement, the lack of definition, and the complexity of Career Education has created a situation that is difficult for any state agency to guide or direct a meaningful program.

Although the Kansas State Department of Education has been involved in numerous Career Education projects and activities in the past few years, it is necessary to develop a comprehensive five-year plan to direct the orderly implementation of Career Education in the State.

#### Purpose of the State Plan

In keeping with the need identified above, the purpose of the plan is to acquaint the public with the goals and objectives for Career Education which the Kansas State Department of Education wishes to promote.

The state-level objectives presented in this plan are general in order to preserve the autonomy of each local district and its educational policies.

This plan is not to be considered as mandating local programs in Career Education because Career Education is best exemplified by individualized local community programs that draw upon both the creativity and resources of individual locales. Thus, specific programs may at best be suggested from the state level. It is also a concern that mandated programs in Career Education might discourage creativity and relevance at the local level. It might also decrease true commitment and integration into the curriculum. Mandated adoption of Career Education might seriously limit the participation of the greater community, its feeling of responsibility for the educational success of its citizens, and its recognition that its resources are essential to Career Education.

#### Overview of State Plan Development Activities

The overall effort has been to develop, in two years, a five-year plan for Career Education in Kansas.

The first year of planning resulted in (1) a brief summary of the previous work that had been done in Kansas since the concept of Career Education was introduced early in this decade, (2) establishment of a definition of Career Education, (3) a description of the various resources that can be utilized in planning the future of Career Education in Kansas, (4) a proposed overall management plan for Career Education, (5) specific goals and objectives proposed for a second planning year and the five implementation years, (6) a proposed plan for inter-agency cooperation, and (7) proposed overall strategies.

The second year of planning resulted in the production of two documents; the State Plan for Career Education in Kansas and the Handbook for Developing, Implementing, and Evaluating Career Education Programs in Kansas Schools.

The tasks of researching, surveying, collecting, assessing, preparing, summarizing, reviewing and refining were accomplished with the assistance of outside contractors. Decision-making by KSDE and policy formulation were

accomplished with the assistance of a large number of Career Education practitioners, educational administrators, teachers, business and labor representatives, agency representatives, and representatives of other key groups or interests.

An outline of major milestones involved in this developmental effort appears as Appendix A to this plan.

The two-year developmental effort involved the following two planning stages;

Stage 1 Planning. The first year's planning which was completed June 30, 1977, included the development of a state-wide plan for use by the KSDE in carrying out its role in assisting local schools to implement Career Education. The following products were completed as part of this effort:

1. The State's definition and conceptual base for Career Education.
2. An assessment of status and the efforts needed to achieve a high level (goal level) of school district awareness, adoption, and implementation of Career Education.
3. The goals and objectives for implementing Career Education efforts in the districts during the next five years.
4. The strategies for achieving the general goals and objectives, including those relative to special target groups and elimination of stereotyping of opportunities by race and/or sex.
5. Involvement of the state's business, labor, industry, professional, and government communities in Career Education planning.
6. Involvement of state teacher education institutions in Career Education planning.
7. Workable systems for evaluating, disseminating, fund raising and coordinating among various state agencies and local education agencies.

Stage 2 Planning. The second year of planning was aimed at extending the planning activity into all local agencies and schools, and increasing the involvement and participation of key education and work-related groups and agencies. Results of second year involvement and planning at the school district level were used to validate and refine the first year plan. The following were completed as part of this effort:

1. The complete first year's plan (or a shortened version) was distributed to all local school districts, to other schools and agencies, and to other key groups in the state for review and comment.
2. Six regional conferences (Dodge City, Wichita, Concordia, Colby, Iola, Kansas City) were held to explore the plan and get additional input.



Local school districts and other schools were asked to extend the planning into their own operation and to share their planning (two-page document) with KSDE.

3. An overall state conference was held to explain, promote, and demonstrate Career Education, and to coordinate input from major state groups who were interested in assisting in implementing Career Education.
4. The first year plan was refined and expanded by using new material, including needs assessment results.
5. A new Handbook and Resource manual was produced.

#### Groups Assisting in The Development Effort

The State Plan was developed with the assistance of the following groups:

1. Career Education Input Council
2. Career Education Practitioners' Committee
3. Kansas State Department of Education Task Force on Career Education
4. Pre-Service, In-Service Ad Hoc Committee

The names of members of these groups are included in Appendix B.

The Career Education Input Council was appointed by the Commissioner of Education to serve as the key review and advisory group in the planning process for the State Plan. Members represented a wide variety of agencies, groups, geographic locations, and concerned/interested segments of the state population. This group held fourteen meetings over the two year planning period.

The Career Education Practitioners' Committee was comprised of persons involved in Career Education at the local level. Members of this committee were appointed by the Commissioner of Education. The committee met eleven times during the planning period (including two joint meetings with the Career Education Input Council). This committee was instrumental in organizing local, regional and state meetings to solicit input for the planning effort.

The Kansas State Department of Education Task Force on Career Education was originally appointed by the Commissioner of Education in October, 1975, and was revised in 1978. Its purpose was to provide input, to review, and to act as the communication link between the different sections of the Kansas State Department of Education. The Career Education Director is chairperson of this group. The group is composed of administrators who represent the vocational education, special education, curriculum, post-secondary and adult, education improvement and development, project approval and compliance, state and federal program administration, and fiscal sections of the department. This group reviewed the various recommendations made by other input sources as well as provided its own input into the development of the State Plan in the form

of suggestions and recommendations. This group met four times during the planning process.

The Pre-Service, In-Service Ad Hoc Committee was composed of educators selected to represent colleges and universities in Kansas who prepare teachers. This group reviewed the State Plan and provided input regarding the relationship of teacher training institutions to pre-service and in-service Career Education needs.



NEEDS ASSESSMENT

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## NEEDS ASSESSMENT

The needs assessment process associated with the development of this State Plan involved the use of a discrepancy model. This model involves determining (1) the status of Career Education in the State and (2) what is desired. The discrepancies between these two sets of information constitute the needs which the State Plan will address.

Needs assessment information was obtained by (1) a survey of school superintendents; (2) a survey of Special Education Coordinators, Career Education Coordinators, Vocational Education Coordinators, teacher training institutions, and business and labor organizations in the State; (3) conducting six regional conferences; and (4) attending meetings of advisory groups (i.e., Career Education Input Council, Career Education Practitioner's Council, etc.).

During the First Stage of the planning effort (1976-77) information sources "1" and "4" above were used. In the Second Stage (1977-78) information sources "2", "3", and "4" were used.

In 1976-77, 306 of the 307 superintendents of Unified School Districts in Kansas returned a questionnaire aimed at (1) estimating their progress at infusing Career Education into the curricula of their schools and (2) assessing their present and future needs for this activity.

During the second stage of planning (1977-78), a follow-up survey was conducted. The primary objective of this survey was to obtain information to verify the goals and objectives contained in the Proposed Plan developed during the first planning stage. Another objective was to identify specific Career Education needs including needs of handicapped secondary students, in-service training institutions, and needs of vocational education. A third objective was to identify Career Education activities already in operation.

Representative samples in this survey included Special Education Coordinators in 35 school districts, Career Education Coordinators in 40 school districts, 15 business and labor agencies, Vocational Education Coordinators in 33 school districts, and 17 teacher training institutions.

Results of the surveys conducted during both years appear in Appendix C. A summary of these findings is presented below.

### Summary of Findings

The needs assessments conducted in 1976-77 and 1977-78 revealed the following:

1. All but one of the sub-goals developed during the first year were considered by the second year respondents as important and worthy of inclusion in the State Plan.

2. The degree of importance placed on goals for Career Education favored implementation as opposed to awareness-type activities.
3. The degree of importance placed on general Career Education activities at the State level indicate the following priorities relative to the type of assistance needed from KSDE or other sources (in order of priority):
  - a. Identification and acquisition of Career Education instructional materials
  - b. In-service training
  - c. Financial aid
  - d. Local Career Education plan development
  - e. Pre-service training
  - f. Improvement of community involvement
  - g. Use of media for awareness
  - h. Development of implementation guidelines
  - i. Technical assistance (resources)
  - j. Acquisition/distribution of exemplary awareness materials
  - k. Refinement of State Plan
  - l. Provide lists of human resources
  - m. Support demonstration projects
  - n. Providing for the sharing of intrastate resources
  - o. Establishing a statewide Career Education Speakers bureau
4. The disparity between desired (considered important) Career Education activities and those that are presently offered reveals the following needs at the local level in descending order (percentage indicates degree of disparity):
  - a. Infusion of Career Education materials into programs for dropouts (79.6%)
  - b. Infusion of Career Education activities into programs for gifted students (78%)
  - c. Infusion of Career Education activities into programs for handicapped children (75.8%)
  - d. Job survival skills (72.6%)
  - e. Infusion of Career Education activities at the senior high level (70.6%)
  - f. Infusion of Career Education materials at the senior high level (70%)
  - g. Infusion of Career Education activities at the junior high level (68.6%)
  - h. Infusion of Career Education materials at the junior high level (67.8%)
  - i. Infusion of Career Education materials into programs for the gifted (67.6%)
  - j. Group counseling (67.6%)
  - k. Planned vocational education programs (development of) (67%)
  - l. Development of community awareness (stimulating) (66.2%)

- m. Development of career information systems (65.6)
  - n. Individual career counseling (64.2%)
  - o. Improved "mainstreaming" techniques for Career Education programs for handicapped children (63.2%)
  - p. Development of job interviewing and job finding skills (61.4%)
  - q. Career exploration programs (59%)
  - r. Use of community resources (59%)
  - s. Simulated work experience (52.6%)
  - t. Student placement services (49.4%)
  - u. Field trips (49.2%)
  - v. Infusion of Career Education activities at the elementary level (46.4%)
  - w. Career Education programs for adults (45.6%)
  - x. Work observation or "shadowing" (45%)
  - y. Infusion of Career Education materials into programs at the elementary level (42.4%)
  - z. Use of advisory boards (42.4%)
  - aa. Unpaid work experience (39%)
  - bb. Computer assisted Career Education instruction (39%)
  - cc. Paid work experience (35.8%)
5. Past funding of Career Education indicates that approximately 75 percent of the costs were absorbed through local funds, 20 percent from federal sources, 4.3 percent from State funds, and .7 percent from other sources.
  6. It is estimated that it will take from four to five million dollars, in addition to local funding over the next five years, from a variety of sources, to finance Career Education in the State of Kansas.
  7. Support for and interest in Career Education appears to be high in the State of Kansas.
  8. KSDE's efforts to make business and labor groups aware of Career Education relevancy to their (business and labor) interests does not appear to have been successful.

## GOALS AND OBJECTIVES



## GOALS AND OBJECTIVES

This section of the State Plan contains the GOALS for Career Education in the State of Kansas along with the PERFORMANCE and PROCESS OBJECTIVES designed to ensure that the goals are realized. A list of activities designed to help accomplish the objectives is also included.

In the first draft of the State Plan, sub-goals were used to indicate what would take place insofar as implementation of the Plan was concerned. In this draft these sub-goals have been restated. In an effort to assure accountability, a Performance Objective has been developed for each goal and the sub-goals translated into PROCESS OBJECTIVES. The rationale used to develop these objectives (Performance and Process) was based on the following information received through the variety of input channels mentioned previously.

1. Public awareness, public understanding, and public support are desirable components in the total process of developing and implementing Career Education in Kansas.
2. It is necessary to present a clear, concise, and consistent picture of the need for, benefits of, and concepts surrounding Career Education as well as a detailed picture of the roles that various groups can play in bringing about Career Education in Kansas.
3. In implementing Career Education, it is important to have persons knowledgeable about Career Education available for use as speakers for civic and service clubs, school organizations (e.g., PTA), business groups, etc.
4. Although much has already been accomplished in implementing Career Education at the local level, there is still a need to increase the awareness, understanding, and involvement of various groups and segments of the State's population in planning and implementation.
5. Acceptance of the State Plan for Career Education and motivation for its implementation will be enhanced if local agencies are actively involved in any revision.
6. School districts have expressed the need for clear and helpful guidelines for planning and implementing Career Education at the local level. Although local school districts may vary in their use of guidelines, such guidelines are usually helpful and do facilitate implementation and planning efforts, particularly where no mandated adoption policies exist.
7. A State Plan that has implications for local school districts as well as other educational agencies should address the needs and desires of all of them in its development. The need for such basic involvement is paramount to ensure articulation of the plan as well as acceptance and motivation for implementation, particularly from school districts which are not mandated to adopt such a plan.

8. Anticipated federal legislation suggests that approximately 60 to 85 percent of federal funds received for elementary and secondary Career Education flow through KSDE to local school districts. It is also assumed that some state funds will become available during the five-year period in which the plan will operate. These funds will probably flow through KSDE to local districts.
9. A general requirement of anticipated federal funds and a necessary component of state leadership in Career Education is the development and maintenance of a Career Education Resource Center that includes technical information on programs, curricula, materials, teaching methods and techniques, needs assessment approaches, evaluation approaches and other such helpful resources. Such a center for exemplary and innovative educational programs and practices exists in KSDE and will be expanded to include more detailed technical information on Career Education.
10. The opportunity to observe model programs in operation is considered necessary in order to facilitate Career Education infusion into Kansas classrooms.
11. The primary task is not so much to develop innovative or new approaches to Career Education, but rather to take advantage of the wide variety of approaches and curriculum materials already available.
12. Implementation and infusion of comprehensive Career Education is perceived as a traditional adoption or adaptation effort.
13. Aid in identifying and duplicating proven programs is a most important aspect of State leadership.
14. Since potential teachers are the key to long-range implementation activities, teacher education institutions must participate in the implementation process by infusing Career Education methods and techniques into their training programs. They should receive support and assistance for this effort.
15. Because of the need for continual in-service teacher training to ensure long-range Career Education implementation in the State, a well-designed, responsive, and on-going program of in-service training for teachers, administrators, and teacher trainers needs to be developed.
16. Since the development of the State Plan is part of a national effort, coordination of efforts with other states should provide valuable information to local programs. Likewise, coordination and resource sharing between local districts are viewed as important elements for quality Career Education.
17. Change process facilitators and content specialists are necessary in any effort to assist local school districts and agencies adopt and implement new programs or adapt existing ones.
18. The knowledge and practical experience of educational specialists who have already learned valuable lessons that may apply to a new setting are an important resource.

The Kansas State Goals for Career Education and associated objectives and activities are presented on the following pages.

## GOAL 1. AWARENESS

It is the goal of the Kansas State Board of Education and the Kansas State Department of Education to increase the overall awareness of the benefits of Career Education, and to increase support for Career Education which would lead to the adoption of a comprehensive Career Education approach in each public and private Kansas district and school.

### PERFORMANCE OBJECTIVE

- 1.0 By the end of each school year (June 30) for the next five years, KSDE will have increased the awareness of and support for Career Education in Kansas as evidenced by an increase in the number of public and private school districts which have adopted Career Education programs.

### PROCESS OBJECTIVES

- 1.1 By the end of each school year (June 30) for the next five years, KSDE will have prepared and disseminated to all forms of public and private media a series of informative articles and news releases on Career Education.
- 1.2 By the end of each school year (June 30) for the next five years, KSDE will have identified, developed, and disseminated effective exemplary materials (print and non-print) to communicate the concepts and benefits of Career Education to the general public, educators, administrators, and board members.
- 1.3 By June 30, 1978, KSDE will have disseminated copies of the first draft of the State Plan for Career Education to key groups throughout the State of Kansas and received suggestions from these groups for refining, planning and implementing the Plan.
- 1.4 By June 30, 1979, KSDE will have developed and made use of a Career Education Statewide Speakers' Bureau network.
- 1.5 By June 30, 1980, KSDE will have involved school districts and their patrons throughout the state in refining, planning and implementing the State Plan.

The activities designed to ensure the accomplishment of each of the PROCESS OBJECTIVES appearing above are included in the CAREER EDUCATION ACTIVITY SUMMARY SHEETS on the following pages.

# CAREER EDUCATION ACTIVITY SUMMARY SHEETS

## GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.1

By the end of each school year (June 30) for the next five years, KSDE will have prepared and disseminated to all forms of public and private media a series of informative articles and news releases on Career Education.

| Activities | What Will Be Done                                                                                                                                                                                                                                                                                             | By Whom                                                                                                                      | When                                                         | Funding Needed                                                                         | Funding Source                                |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------|
| 1.1a       | Copies of 6 separate series of 4 articles each (24 separate in-depth Career Education articles) will be prepared and released on a quarterly basis (1 per quarter) to Kansas news-service agencies and public media organizations throughout the state.                                                       | Developed by Career Education Coordinator and reviewed by Commissioner's office and Information Services Section of KSDE     | Completed and released on a quarterly basis for years 1977-7 | Included in allocation for coordinator's salary, secretarial time and office materials | KSDE Budget                                   |
| 23<br>1.1b | News releases will be made in anticipation of, concurrent with, or immediately following all major meetings, conferences, decisions, appointments and newsworthy events relating to Career Education and KSDE.                                                                                                | Developed by Career Education Coordinator and reviewed by Commissioner's office and by Information Services Section of KSDE. | As appropriate                                               | No special funds required                                                              | No special funds required                     |
| 1.1c       | Local district and community college Career Education plans and applications for funding will contain a comprehensive and workable public information and promotion component.                                                                                                                                | Specifications will be developed by Educational Improvement and Development Section                                          | As required by local funding schedule                        | No special funds required                                                              | No special funds required                     |
| 31<br>1.1d | State publishers, station managers and editors will be contacted by mail (lists from Kansas Press Association and Kansas Association of Broadcasters) and given background information on Career Education along with an offer of assistance if special materials people to be interviewed, etc. are desired. | Career Education Coordinator                                                                                                 | Beginning Sept. 1, 1977 and continuing through 1983          | \$500 per year                                                                         | State Career Ed. funds and Federal USOE funds |



# CAREER EDUCATION ACTIVITY SUMMARY SHEETS

GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.1, Cont'd, page 2

| Activities | What Will Be Done                                                                                                                                                                  | By Whom                      | When                                     | Funding Needed                                                                         | Funding Source |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|----------------------------------------------------------------------------------------|----------------|
| 1.1e       | State publishers, station managers, and editors will be provided a comprehensive list of local contact persons for information and news items of significance in their local area. | Career Education Coordinator | By Sept. 1 annually updated as necessary | Included in allocation for coordinator's salary, secretarial time and office materials | KSDE Budget    |

# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.2

By the end of each school year (June 30) for the next five years, KSDE will have identified and/or developed, as well as disseminated, effective exemplary materials (print and non-print) for use in communicating the concepts and benefits of Career Education to the general public, educators, administrators and Board Members.

| Activities | What Will Be Done                                                                                                                                                                                      | By Whom                                         | When             | Funding Needed                                                                          | Funding Source |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------|-----------------------------------------------------------------------------------------|----------------|
| 1.2a       | Develop and make available 5 copies of a sound synchronized audio-visual program that explains and promotes Career Education in Kansas.                                                                | Educational Improvement and Development Section | By January, 1979 | \$5,000                                                                                 | Federal funds  |
| 25 1.2b    | Seek out and utilize key professional and business associations (KNEA, KACi, PTA, Unions, KASB, etc.) aid in the dissemination of Career Education awareness materials (and presentations) to members. | Career Education Coordinator                    | By Oct. 1, 1978  | Included in allocation for coordinator's salary, secretarial time, and office materials | KSDE budget    |

# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.3

By June 30, 1978, KSDE will have disseminated copies of the first draft of the State Plan For Career Education to key groups throughout the State of Kansas and received suggestions from these groups for use in refining, planning and implementing the Plan.

| Activities | What Will Be Done                                                                                                                             | By Whom                                       | When                          | Funding Needed                                                                         | Funding Source               |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------|------------------------------|
| 1.3a       | Publish and provide copies of the State Plan to key Kansas groups for use in their meetings allowing for duplication by each group as needed. | Career Education Coordinator                  | During 5 Implementation years | 1978-79 - \$100<br>1979-83 - \$1,200 per year                                          | State Career Education funds |
| 1.3b       | Develop, publish and disseminate an input form to be used by these key groups for providing suggestions to KSDE for plan development.         | Education Improvement and Development Section | During 5 Implementation years | \$250 per year                                                                         | State Career Education funds |
| 1.3c       | Develop, publish and distribute an input form to be used at Career Education conferences and workshops.                                       | Education Improvement and Development Section | During 5 Implementation years | \$200 per year                                                                         | State Career Education funds |
| 1.3d       | Collate returns and provide them to KSDE and State Career Education Advisory Council to assist in annual plan revision.                       | Career Education Coordinator                  | During 5 Implementation years | Included in allocation for coordinator's salary, secretarial time and office materials | KSDE budget                  |

# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.4

By June 30, 1979, KSDE will have developed and made use of a Career Education Statewide Speaker's Bureau Network.

| Activities | What Will Be Done                                                                                                                                                                | By Whom                                     | When                                 | Funding Needed                                                                              | Funding Source               |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------------|------------------------------|
| 1A a       | Develop, publish and disseminate a list of available public speakers on Career Education for use in service, civic or professional group meetings in various areas of the state. | Career Education Coordinator/<br>Specialist | By August 1, 1978<br>Revise annually | 1978-79 - \$750<br>1979-80 - \$250<br>1980-81 - \$250<br>1981-82 - \$250<br>1982-83 - \$250 | State Career Education funds |
| 1A b       | Provide supportive material and travel expenses for speakers' bureau activities.                                                                                                 | Career Education Coordinator                | During 5 implementation years        | \$2,500 per year                                                                            | State Career Education funds |

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# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.5

By June 30, 1978, KSDE will have involved school districts and their patrons throughout the State in refining, planning and implementing the State Plan.

| Activities | What Will Be Done                                                                                                                                                     | By Whom                      | When                                        | Funding                       | Funding Source               |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------|-------------------------------|------------------------------|
| 1.5a       | Disseminate copies of the State Career Education plan to all USD's, LEA's and community colleges for their inspection and comments.                                   | Career Education Coordinator | By Sept. 1, 1979 and annually upon revision | \$750                         | State Career Education funds |
| 1.5b       | Develop, publish, and distribute an input form to be used by district personnel, boards of education and school patrons for suggestions to KSDE for plan development. | Career Education Coordinator | During 5 Implementation years               | No additional funds           | State Career Education funds |
| 1.5c       | Conduct annual statewide Career Education conferences of district representatives and key state and local supporters.                                                 | Career Education Coordinator | April of 1979, 1980, 1981, 1982 and 1983    | \$5,000 per annual conference | Federal funds                |
| 1.5d       | Conduct 2 regional meetings of district Career Education coordinators for input and planning purposes.                                                                | Career Education Coordinator | During 5 Implementation years               | \$3,000 per year              | Federal funding              |



## GOAL 2. IMPLEMENTATION

It is the goal of the Kansas State Board of Education and the Kansas State Department of Education to provide assistance to all Kansas schools in their efforts to implement Career Education.

### PERFORMANCE OBJECTIVE

- 2.0 By the end of each year (June 30) for the next five years, KSDE will have increased the extent to which they have assisted school districts implement Career Education as evidenced by an increase in the number of school districts who have requested and received this assistance.

### PROCESS OBJECTIVES

- 2.1 By the end of each year (June 30) for the next five years, KSDE will have worked with different school districts including post-secondary districts in Kansas until all have been assisted in the development of comprehensive Career Education plans.
- 2.2 By the end of each year (June 30) for the next five years, KSDE will have provided, to the extent possible, financial aid for the implementation of local Career Education plans.
- 2.3 By the end of each year (June 30) for the next five years, KSDE will have developed and/or assisted in the development and dissemination of guidelines for Career Education planning and implementation.
- 2.4 By the end of each year (June 30) for the next five years, KSDE will have expanded a technical information and resource center to provide easy access to Career Education materials and information.
- 2.5 By the end of each year (June 30) for the next five years, KSDE will have identified and made available to all local educational agencies experienced and technically able personnel to assist with Career Education program development.
- 2.6 By the end of each year (June 30) for the next five years, KSDE will have provided financial support for the development of Career Education demonstration programs in Kansas.
- 2.7 By the end of each year (June 30) for the next five years, KSDE will have validated the demonstration programs developed during the current or previous year.
- 2.8 By the end of each year (June 30) for the next five years, KSDE will have provided assistance to local school districts in the identification, selection and adoption/adaptation of workable Career Education instructional materials, methods and techniques.
- 2.9 By the end of each year (June 30) for the next five years, KSDE will have supported the efforts of teacher training institutions in Kansas to infuse Career Education into the preparation of all prospective teachers and administrators.

GOAL 2. IMPLEMENTATION, Cont'd

PROCESS OBJECTIVES, Cont'd

- 2.10 By the end of each year (June 30) for the next five years, KSDE will have arranged for and supported Career Education in-service training of current Career Education Coordinators, classroom teachers, counselors, administrators, board members, and community support personnel.
- 2.11 By the end of each year (June 30) for the next five years, KSDE will have coordinated planning, implementation and resource dissemination between all local school districts and educational agencies as well as between local districts/agencies and other national, regional, and state agencies.

The activities designed to ensure the accomplishment of each of the PROCESS OBJECTIVES appearing above are included in the CAREER EDUCATION ACTIVITY SUMMARY SHEETS on the following pages.

# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.1

By the end of each year (June 30) for the next five years, KSDE will have worked with different school districts in Kansas until all have been helped insofar as the development of comprehensive Career Education plans are concerned.

| Activities | What Will Be Done                                                                                                                                                   | By Whom                                                     | When                                                     | Funding                                                                                                                                | Funding Source                          |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 2.1a       | Develop and disseminate regular statements encouraging local school districts to establish local Career Education councils and implement Career Education programs. | Career Education Coordinator                                | By Sept. 1, 1979 and as needed throughout the five years | Included in allocation for coordinator's salary, secretarial time, and office materials                                                | KSDE budget                             |
| 31 2.1b    | Provide advisement and technical assistance to help LEA's with special problems in implementing Career Education.                                                   | Career Education Coordinator and other technical assistants | During five-year Implementation                          | Same as above (2.1a) additional;<br>1978-79 - \$7,500<br>1979-80 - \$4,500<br>1980-81 - \$ 600<br>1981-82 - \$ 300<br>1982-83 - \$ 300 | KSDE budget and State and Federal funds |
| 2.1c       | Develop and disseminate a format and criteria for making application for financial assistance from KSDE for Career Education implementation.                        | Same as above (2.1b)                                        | By Dec. 1, 1978                                          | Included in allocation for coordinator's salary, secretarial time, and office materials                                                | KSDE budget                             |

# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.2

By the end of each year (June 30) for the next five years, KSDE will have provided, to the extent possible, financial aid for the implementation of local Career Education plans.

| Activities | What Will Be Done                                                                                                                                                                            | By Whom                              | When                                                       | Funding                                                                                                         | Funding Source                           |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 2.2a       | Make available to local educational agencies 80 percent to 85 percent of all federal funds received for Career Education implementation                                                      | Career Education Coordinator         | Each year of federal funding (probably 1978-79 to 1982-83) | 1978-79 - \$200,000<br>1979-80 - \$800,000<br>1980-81 - \$600,000<br>1981-82 - \$400,000<br>1982-83 - \$200,000 | Federal funding from U.S.O.E.            |
| 32 2.2b    | Make available to local educational agencies all state funds for local Career Education implementation.                                                                                      | Same as above (2.2a)                 | Each year of state funding                                 | 1978-79 - \$0<br>1979-80 - \$50,000<br>1980-81 - \$150,000<br>1981-82 - \$200,000<br>1982-83 - \$250,000        | State Career Education funds             |
| 2.2c       | Provide encouragement and technical assistance to Kansas colleges and universities to apply for and obtain federal or state Career Education funds not channeled through KSDE. (P.L. 95-207) | Same as above (2.2b) and Specialists | Each year of Federal and/or State funding                  | \$1,000 per year                                                                                                | State and Federal Career Education funds |
| 2.2d       | Provide encouragement and technical assistance to Kansas private and proprietary schools to apply for and obtain federal or state Career Education funds not channeled through KSDE.         | Same as above (2.2c)                 | Same as above (2.2c)                                       | Same as above (2.2c)                                                                                            | Same as above (2.2c)                     |

# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.3

By the end of each year (June 30) for the next five years, KSDE will have developed and/or assisted in the development of, as well as dissemination of, guidelines for Career Education planning and implementation.

| Activities | What Will Be Done                                                                                                                                                      | By Whom                      | When                | Funding          | Funding Source                           |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------|------------------|------------------------------------------|
| 2.3a       | Each year review and update the <u>Handbook for Career Education in Kansas</u> and publish sufficient copies for distribution.                                         | Career Education Coordinator | Dec. 15, 1979       | \$2,000          | State and Federal Career Education funds |
| 2.3b       | Revise and reprint implementation handbook annually as needed and distribute to appropriate persons (1,000 copies to be available).                                    | Career Education Coordinator | By Oct. 1 each year | \$1,000 per year | State and Federal Career Education funds |
| 2.3c       | Prepare and disseminate a coordinated guideline document for classroom teachers at all levels K-Graduate School to assist in Career Education infusion (1,500 copies). | Career Education Coordinator | Feb. 1, 1979        | \$4,000          | State and Federal Career Education funds |
| 2.3d       | Review and revise classroom teacher guidelines as needed annually and distribute to appropriate persons (500 copies).                                                  | Career Education Coordinator | July 1 each year    | \$1,500 per year | State and Federal Career Education funds |
| 2.3e       | Prepare a coordinated guideline document for coordinators of local and regional programs and disseminate 500 copies.                                                   | Career Education Coordinator | Dec. 15, 1978       | \$4,200          | State and Federal Career Education funds |



# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.3, Cont'd, page 2

| Activities | What Will Be Done                                                                                                                                                                                                           | By Whom                      | When                 | Funding          | Funding Source                           |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------|------------------|------------------------------------------|
| 2.3f       | Review and revise coordinators' guidelines annually, if needed, and distribute to appropriate persons (500 copies).                                                                                                         | Career Education Coordinator | May 1 each year      | \$1,500 per year | State and Federal Career Education funds |
| 2.3g       | Provide and disseminate guidelines for coordinating and counseling services.                                                                                                                                                | Same as above (2.3f)         | Dec. 15, 1978        | \$4,700          | Same as above (2.3f)                     |
| 2.3h       | Review and revise guidance and counseling document annually, if needed, and distribute to appropriate persons (1,500 copies).                                                                                               | Same as above (2.3f)         | August 1 each year   | \$1,500 per year | Same as above (2.3f)                     |
| 2.3i       | Develop guidelines for increasing community involvement (e.g., guideline documents for visiting speakers, hosts for on-site visits, host for work placement, Career Education days/fairs), and make 5,000 copies available. | Same as above (2.3f)         | Dec. 15, 1978        | \$7,500          | Same as above (2.3f)                     |
| 2.3j       | Review and revise community involvement guidelines annually, if needed, and distribute to appropriate persons (5,000 copies).                                                                                               | Same as above (2.3f)         | November 1 each year | \$2,500 per year | Same as above (2.3f)                     |

# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.4

By the end of each year (June 30) for the next five years, KSDE will have expanded their technical assistance information resource center to provide easy access to Career Education materials and information.

| Activities | What Will Be Done                                                                                                                                                                                                                                                                | By Whom                                | When                            | Funding                                                                                                    | Funding Source                               |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| 2.4a       | Expand KEDDS Resources' computer search capabilities to include not only ERIC, CIJE, RIE, AIM/ARM, but the specially developed national Career Education information data and data systems (Oregon, Florida, Montana, Ohio State) and the Kansas Career Education projects file. | Resource/<br>Information<br>Specialist | During 5-year<br>Implementation | \$25,000 per year                                                                                          | Federal & State<br>Career Education<br>funds |
| 2.4b       | Expand KEDDS Resources system to include "information for students" capabilities (KCIS, Kansas labor market data, and career characteristics and preparatory needs data system).                                                                                                 | Same as above<br>(2.4a)                | Same as above<br>(2.4a)         | \$60,000 - 1978-79<br>\$80,000 - 1979-80<br>\$20,000 - 1980-81<br>\$20,000 - 1981-82<br>\$20,000 - 1982-83 | Same as above<br>(2.4a)                      |
| 2.4c       | Develop and maintain a complete array of alternative Career Education curriculum materials for inspection and review by school districts and other implementing agencies and groups.                                                                                             | Same as above<br>(2.4a)                | Same as above<br>(2.4a)         | \$9,600 - 1978-79<br>\$5,450 - 1979-80<br>\$3,000 - 1980-81<br>\$2,000 - 1981-82<br>\$1,000 - 1982-83      | Same as above<br>(2.4a)                      |
| 2.4d       | Develop, publish and disseminate a bi-monthly Career Education newsletter to have broad circulation throughout the state.                                                                                                                                                        | Same as above<br>(2.4a)                | Same as above<br>(2.4a)         | \$4,800 per year for<br>5 implementation<br>years                                                          | Same as above<br>(2.4a)                      |

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.4, Cont'd, page 2

| Activities | What Will Be Done                                                                                                                                                                                                              | By Whom                  | When                         | Funding        | Funding Source                         |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------|----------------|----------------------------------------|
| 2.4e       | Develop and maintain a collection of local Career Education plans, reports of local operations and experiences, of needs assessment instruments and results for research and review by other implementing agencies and groups. | KEDDS Resource component | During 5-year Implementation | \$200 per year | Federal & State Career Education funds |

# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.5

By the end of each year (June 30) for the next five years, KSDE will have identified and made available to all local educational agencies experienced and technically able human resources to assist with Career Education program development.

| Activities | What Will Be Done                                                                                                                                                  | By Whom                      | When                                 | Funding                                                | Funding Source                 |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------|--------------------------------------------------------|--------------------------------|
| 2.5a       | The consultant information system will be expanded to include names of area Career Education specialists who can serve as technical consultants to local programs. | KEDDS Resource component     | During 1977-78                       | No special funding needed                              | No special funding needed      |
| 2.5b       | One new facilitator will be hired, supported for travel and made available on a no-cost basis to local programs.                                                   | KSDE                         | Throughout 5 years of implementation | \$26,000 (Salary, travel and general support) per year | Federal career education funds |
| 2.5c       | Qualified Career Education specialists will be utilized for special assignment.                                                                                    | KSDE                         | Same as above (2.5b)                 | \$4,000 per year                                       | Same as above (2.5b)           |
| 2.5d       | Local districts and others will be asked to identify technically able resource persons who would be available to be used as consultants on a cost-share basis.     | Career Education Coordinator | Same as above (2.5b)                 | \$4,000 per year                                       | Same as above (2.5b)           |

# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVES 2.6 & 2.7

By the end of each year (June 30) for the next five years, KSDE will have provided financial support for the development of Career Education demonstration programs in Kansas.

By the end of each year (June 30) for the five years, KSDE will have validated the demonstration programs developed during the current or previous year.

| Activities   | What Will Be Done                                                                                                                                                                                   | By Whom                                          | When                                                            | Funding                   | Funding Source                 |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------|---------------------------|--------------------------------|
| 2.6a<br>2.7a | A set of criteria and a general validation procedure (including team composition) will be developed and pilot tested for identifying and supporting Kansas Career Education Demonstration projects. | Educational Improvement and Development Division | By Oct. 1, 1978                                                 | No special funds needed   | No special funds needed        |
| 2.6b<br>2.7b | Existing local Career Education projects will be examined for possible validation/funding                                                                                                           | Specially appointed validation teams.            | By Dec. 1, 1978                                                 | \$11,500                  | Federal career education funds |
| 2.6c<br>2.7c | Grants will be made to 5 to 8 validated demonstration projects.                                                                                                                                     | Career Education Coordinator                     | During 5-year Implementation                                    | \$50,000 per year         | Same as above (2.6a, 2.7a)     |
| 2.6d<br>2.7d | Develop, publish, and disseminate a complete listing with description of career education demonstration projects in Kansas (500 copies).                                                            | KEDDS Resource component                         | By Oct. 1, 1979                                                 | \$2,500                   | Same as above (2.6a, 2.7a)     |
| 2.6e<br>2.7e | Review and revise list annually as needed and distribute to appropriate persons.                                                                                                                    | Same as above (2.6a, 2.7a)                       | June 1 each year                                                | \$1,000 per year          | Same as above (2.6a, 2.7a)     |
| 2.6f<br>2.7f | State career education personnel will make at least one on-site visit to each demonstration project per year funded for monitoring compliance, progress, etc.                                       | Career Education Coordinator                     | At least once per year per project during 5 year Implementation | Travel - \$1,000 per year |                                |



# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.8

By the end of each year (June 30) for the next five years, KSDE will have provided assistance to local school districts in the identification, selection and adoption/adaptation of workable Career Education Instructional materials, methods and techniques.

| Activities | What Will Be Done                                                                                                                                                                  | By Whom                                                 | When                         | Funding                                                                                                    | Funding Source                  |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------|
| 2.8a       | Local Career Education coordinators will be trained in facilitating educational change and utilizing sophisticated procedures for problem identification and information searches. | Career education and LINK staff/ Other resource persons | During 5 year Implementation | 1978-79 - \$12,500<br>1979-80 - \$ 1,000<br>1980-81 - \$ 600<br>1981-82 - \$ 600<br>1982-83 - \$ 600       | Local, state, and federal funds |
| 2.8b       | Supportive assistance at the state level will be provided to local change agents/ coordinators.                                                                                    | Same as above (2.8a)                                    | Same as above (2.8a)         | 1978-79 - \$ 6,500<br>1979-80 - \$16,000<br>1980-81 - \$ 9,200<br>1981-82 - \$ 8,500<br>1982-83 - \$ 4,500 | Same as above (2.8a)            |
| 2.8c       | The LINK change facilitators will be recommended to districts as a valuable aid in achieving Career Education infusion in line with needs assessment results.                      | Career Education Coordinator                            | Same as above (2.8a)         | No special funds needed                                                                                    | No special funds needed         |
| 2.8d       | Information on KEDDS resources and component services will be updated in the issues of the Career Education newsletter.                                                            | KEDDS Resource component                                | Same as above (2.8a)         | Same as above (2.8c)                                                                                       | Same as above (2.8c)            |

## CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.9

By the end of each year (June 30) for the next five years, KSDE will have supported the efforts of teacher training institutions in Kansas (all) to infuse Career Education into the preparation of all prospective teachers and administrators.

| Activities | What Will Be Done                                                                                                                                                                                         | By Whom                                                                                  | When                         | Funding                   | Funding Source            |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------|---------------------------|---------------------------|
| 2.9a       | Assist teacher training institutions develop a plan for infusing Career Education into their own teacher and counselor training programs.                                                                 | Career Education Coordinator                                                             | By Sept. 1978                | No special funding needed | No special funding needed |
| 40 2.9b    | Provide annual pre-service and in-service workshops on Career Education to be planned and conducted by training institution representatives and appropriate KSDE staff. Presented annually.               | Career Education Coordinator & pre-service/in-service advisory council                   | During January each year     | \$2,000 per year          | State and Federal funds   |
| 2.9c       | When appropriate, develop specific credit courses on Career Education for students in education and other disciplines. These credits should be able to be utilized toward degree completion requirements. | Same as above (2.9b)                                                                     | During 5 year Implementation | No special funding needed | No special funding needed |
| 63 2.9d    | Provide a staff development program for teacher educators to develop Career Education infusion techniques.                                                                                                | Career Education Coord. and Pre-service/In-service Advisory Council and Council of Deans | Same as above (2.9c)         | Same as above (2.9c)      | Same as above (2.9c)      |

# CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.9, Cont'd, page 2

| Activities | What Will Be Done                                                                                                                                                                                                   | By Whom                                                                                                     | When                         | Funding                   | Funding Source            |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------|---------------------------|
| 2.9e       | Teacher training programs will be asked to provide at the graduate and/or undergraduate level, field work or individual study opportunities for students wishing to study Career Education in appropriate settings. | Career Education Coord. and Pre-service/In-service Advisory Council, Council of Deans and annual conference | During 5-year Implementation | No special funding needed | No special funding needed |
| 2.9f       | Teacher training programs will be asked to encourage student projects which serve to develop or highlight Career Education principles or activities at all levels.                                                  | Same as above (2.9e)                                                                                        | Same as above (2.9e)         | Same as above (2.9e)      | Same as above (2.9e)      |
| 2.9g       | Where possible, teacher training programs will be encouraged to include recognition of competences in Career Education at the masters/specialist, and/or doctoral levels.                                           | Same as above (2.9e)                                                                                        | Same as above (2.9e)         | Same as above (2.9e)      | Same as above (2.9e)      |

# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.10

By the end of each year (June 30) for the next five years, KSDE will have arranged for and supported Career Education in-service training of current Career Education coordinators, classroom teachers, counselors, administrators, board members and community support personnel.

| Activities | What Will Be Done                                                                                                                                                                                           | By Whom                                                                                 | When                          | Funding                       | Funding Source                     |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------|-------------------------------|------------------------------------|
| 2.10a      | Requests (1-10) for proposals to meet specific in-service needs will be developed and disseminated to agencies, groups, and individuals who seek to contract for such services.                             | Career Education Coordinator and KSDE                                                   | During 5 Implementation years | No special funds required     | No special funds required          |
| 42 2.10b   | Contracts will be awarded annually to qualified agencies, groups and/or individuals as for program(s) designed to meet in-service needs.                                                                    | Career Education Coordinator<br>(Review panels will be utilized to evaluate proposals.) | By July 1 each year           | \$50,000 per year for 5 years | Federal and Career Education funds |
| 2.10c      | Kansas colleges and universities will be asked to develop and present college credit in-service courses on Career Education as part of their extension offerings.                                           | Same as above (2.10a)                                                                   | During 5 Implementation years | No special funds required     | No special funds required          |
| 67 2.10d   | Kansas teacher education institutions will be asked to develop and present resident credit, graduate or undergraduate level, courses on Career Education as a part of their continuing education offerings. | Same as above (2.10a)                                                                   | Same as above (2.10c)         | Same as above (2.10c)         | Same as above (2.10c)              |

# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.10, Cont'd, page 2

| Activities | What Will Be Done                                                                                                                                                                                                                                       | By Whom                      | When                          | Funding                   | Funding Source            |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------|---------------------------|---------------------------|
| 2.10e      | Kansas colleges and universities will be asked to develop and present Career Education courses designed as an in-service for one or more non-teacher groups or individuals involved in Career Education.                                                | Career Education Coordinator | During 5 Implementation years | No special funds required | No special funds required |
| 2.10f      | All adult education divisions of local districts will be asked to develop in-service Career Education seminars and courses designed for teachers, non-teaching school personnel, or other community groups or individuals involved in Career Education. | Same as above (2.10e)        | Same as above (2.10e)         | Same as above (2.10e)     | Same as above (2.10e)     |
| 2.10g      | Community service and professional organizations will be asked to develop and present in-service Career Education training for their members and/or other groups or individuals involved in Career Education.                                           | Same as above (2.10e)        | Same as above (2.10e)         | Same as above (2.10e)     | Same as above (2.10e)     |
| 2.10h      | All certificated personnel will be encouraged to take one or more courses on Career Education.                                                                                                                                                          | Career Education and KSDE    | Same as above (2.10e)         | Same as above (2.10e)     | Same as above (2.10e)     |



# CAREER EDUCATION ACTIVITY SUMMARY SHEET

## GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.11

By the end of each year (June 30) for the next five years, KSDE will have coordinated planning, implementation and resource dissemination between all local school districts and educational agencies as well as between local districts/agencies and other national, regional and state agencies.

| Activities | What Will Be Done                                                                                                                     | By Whom                      | When                                                         | Funding                   | Funding Source            |
|------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------|---------------------------|---------------------------|
| 2.11a      | A system for coordinating resources and resource sharing will be developed and disseminated to all local coordinators and KSDE staff. | Career Education Coordinator | By October, 1978                                             | No special funding needed | No special funding needed |
| 2.11b      | A system for coordinating State Career Education Plan with the State competency-based education program will be developed.            | KSDE                         | By November, 1978                                            | Same as above (2.11a)     | Same as above (2.11a)     |
| 2.11c      | A system for coordinating the State Career Education Plan with State Vocational Education Plan will be developed.                     | Same as above (2.11b)        | Same as above (2.11b)                                        | Same as above (2.11a)     | Same as above (2.11a)     |
| 2.11d      | A system for coordinating the State Career Education Plan with the State Special Education Plan will be developed.                    | Same as above (2.11b)        | Same as above (2.11b)                                        | Same as above (2.11a)     | Same as above (2.11a)     |
| 2.11e      | Formal liaison will be established with the federal office of Career Education for formal coordination of resource sharing.           | Career Education Coordinator | By August, 1978, continuing throughout 5-year implementation | Same as above (2.11a)     | Same as above (2.11a)     |

# CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.11, Cont'd, page 3

| Activities | What Will Be Done                                                                                                                                                                                                             | By Whom                                                       | When                                                        | Funding                       | Funding Source                           |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------|-------------------------------|------------------------------------------|
| 2.11f      | Formal liaison will be established between professional organizations (NACE, APGA, etc.) and other groups promoting Career Education for resource sharing.                                                                    | Career Education Coordinator                                  | By August, 1978 continuing throughout 5-year implementation | No special funding needed     | No special funding needed                |
| 2.11g      | Opportunities will be sought out and accepted to present Kansas Career Education in papers, addresses, workshops, and displays in meetings and conferences on Career Education or related topics in locations outside Kansas. | Career Education Coordinator and/or other appropriate persons | (12 units per year) during 5-year implementation            | Travel funds \$4,000 per year | State and Federal Career Education funds |
| 2.11h      | State Career Education personnel will be provided the opportunity to attend Career Education meetings and conferences in other states to learn about Career Education developments.                                           | Same as above (2.11g)                                         | Same as above (2.11g)                                       | Same as above (2.11g)         | Same as above (2.11g)                    |

OVERALL STRATEGIES

## STRATEGIES FOR CAREER EDUCATION PLANNING AND IMPLEMENTATION

A brief overview of the strategies for implementing the State Plan and an indication of where school districts are with regard to implementation of Career Education follows. A brief overview of the history of Career Education which resulted in the development of these strategies and the State Plan appears in Appendix B.

### 1. Use of the Handbook and guidelines.

Career Education in Kansas in the five-year period 1978-1983 will be best achieved if the activities and recommendations in the State Plan for Career Education and the Handbook for Implementing Career Education in Kansas are followed.

The State Plan presents the position of the State Board of Education and the Kansas State Department of Education regarding Career Education, including activities they intend to initiate and support in order to achieve the implementation of Career Education throughout the state.

The Implementation Handbook is intended for local use. It is designed to be a guide to the processes which are essential to the orderly development of Career Education programs in local or regional areas. The steps recommended in the Handbook are quite similar for all organizations, be they schools, school districts, clubs, churches, governmental agencies, or other interest groups. For this reason the steps are written in a general but clear fashion so that they may be applied to many different situations and adapted to the structure and purposes of the group using them.

Special implementation guidelines are being developed for classroom teachers, district Career Education Coordinators, counselors, and community resource persons. They focus on special activities and responsibilities appropriate to each group. These documents are intended as supplements to the Handbook and the State Plan.

### 2. Use of current materials.

The sharing and utilization of current materials cannot be too strongly emphasized. Much has already been developed and tested in Career Education (guides, models, etc.). The task for local planners should be to identify, select, and adopt/adapt appropriate concepts, programs, activities, components, and curriculum materials, so as to develop new and innovative concepts, programs, activities, components, and curriculum materials. This strategy is in no way to be interpreted as a recommendation against innovative efforts. It is intended to call attention to the great amount of excellent material already developed and the narrative of experiences extant in many resources.

3. Use of previous local efforts.

Many locales have already initiated Career Education programs. It is hoped that new planning, development, and implementation in Kansas will build on previous efforts and gains wherever possible.

4. Conduct local planning.

The State Plan is not mandated for implementation at the local level. This is due to the nature of Career Education as well as to the state's recognition and support of the prerogative of local districts and schools to set their own goals in their own ways. Any assistance from the state will be offered with this in mind.

While recognizing that local priorities may differ and fluctuate, the state will proceed to determine through an annual needs assessment of LEAs its own set of general priorities, which will depend in part on levels of funding, for the orderly accomplishment of the State Plan for Career Education.

5. Provide technical assistance.

Technical assistance to local schools and districts (which express a need) for facilitating educational changes and improvements, assistance in identifying and selecting appropriate and workable approaches, and assistance in infusing Career Education into the various types and levels of classroom instruction and ancillary services will be provided to the extent possible within budget and personnel restrictions.

6. Promote citizen participation.

Steps will be taken toward developing a program of continually expanding awareness and participation of Kansas citizens in education efforts in general and Career Education implementation in particular.

7. Promote support of independent groups.

Any and all groups who wish to do independent planning and development will be encouraged to do so. They may be supported with funds to the extent legally and fiscally possible. The efforts of such groups will be coordinated with the state's overall efforts in Career Education.

8. Implementation stages.

The implementation of Career Education into the school districts and schools in the State of Kansas is seen as a traditional adoption/adaptation process. The two major factors affecting this concept involve (1) the stages of implementation that must occur for each school district or school and (2) the degree and rate of local implementation.



The stages of implementation which are briefly outlined below come from the writings of Everett M. Rogers and are based on several decades of research. The amount and type of information that is needed (dissemination) is dependent on the status of the potential adopters. Some school districts and schools in Kansas are as far along as the trial and adoption stages, but most are still in the awareness and interest stages. The general public is most likely at the first stage.

Kansas is probably still at the point where only the very early adopters have made implementation decisions. The bulk of the districts that do adopt Career Education will probably be adopting and implementing (if funds become available) during 1979 to 1982 and some districts will probably not implement Career Education until after the five-year plan is over.

At the time of adoption of this plan, 146 public school districts out of 306 districts reported having a full or part-time Career Education coordinator. This would indicate that about one-half the Kansas public school districts have begun some type of Career Education program.

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|                  |                 |                   |              |                 |
|------------------|-----------------|-------------------|--------------|-----------------|
| <u>Awareness</u> | <u>Interest</u> | <u>Evaluation</u> | <u>Trial</u> | <u>Adoption</u> |
|------------------|-----------------|-------------------|--------------|-----------------|

THE IMPLEMENTATION STAGES (E.M. Rogers)

1. Awareness Stage - learns of new idea but lacks knowledge
  2. Interest Stage - develops interest and seeks additional information
  3. Evaluation Stage- intellectual application of idea to own situation
  4. Trial Stage - uses new idea on short-term, small scale
  5. Adoption Stage - uses new idea on a continuous and full scale
- 

It is expected that state and local implementation will follow this model.

9. Contingencies of funding.

At the time of the adoption of this plan, funds for awareness and implementation are quite uncertain. It is anticipated that the Career Education Incentive Act of 1977 will be funded but the level is unknown. It is anticipated that the Kansas Legislature will favorably consider the allocation of funds for Career Education subsequent to the adoption of this plan, but the level and kind of funding are also unknown. Some local school districts have been utilizing federal funds under other legislation and/or local funds for Career Education. The amount and continuation of these funds are uncertain at this time. In view of the uncertainty of funds, this plan will attempt to meet its goals in a manner and at a level appropriate to funding contingencies.

MANAGEMENT

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## MANAGEMENT

This section of the State Plan contains the MANAGEMENT PLAN for the implementation and promotion of Career Education in the State of Kansas. Included in this section are the following: (a) a description of personnel needs, (b) descriptions of personnel responsibilities, (c) personnel qualifications, (d) an organizational chart, (e) a management and implementation responsibilities chart, (f) funding contingencies, (g) alternate personnel practices, and (h) person-day loading chart.

### Personnel Needs

Complete implementation of the State Plan will require the following personnel assigned to a Career Education Section of the Kansas Department of Education: (a) one full-time Director, (b) one full-time Coordinator, (c) three full-time support staff (Clerk Typists, Secretary), (d) one half-time Technical Coordinator, and (e) two full-time Specialists.

### Personnel Descriptions

Director of Career Education. This person would have overall responsibility for implementing the State Plan and Career Education services, for infusion of Career Education into the services of the Kansas State Department of Education, for intra-agency coordination, and for utilization of project LINK services.

Coordinator of Career Education. This person would be primarily responsible for coordinating program demonstrations, as well as information/resource acquisition and dissemination activities.

Career Education (Program/Demonstration) Specialist. The primary responsibility of this person would be to coordinate the acquisition and dissemination of Career Education information and resources. This responsibility would include coordinating the technical assistance activities of consultants.

Technical Coordinator (Specialist). This person would be assigned to the Educational Improvement and Development Section of KSDE. The primary responsibilities would be to develop evaluation and monitoring instruments and conduct evaluation and validation activities.

Clerk Typist II (2). One clerk would assist the Program/Demonstration Specialist and would be responsible for assisting in the development of a bi-weekly newsletter and maintaining timely communications with LEA's, other SEA's, and other agencies. A second clerk would help the Information/Resource Coordinator collect, organize and disseminate Career Education information, materials, guidelines, and consultant information.

Secretary I (1). This person would assist the Director and the Career Education Coordinator with general clerical and secretarial duties.

The organizational chart for the Kansas Department of Education and the relationship of the staffing for this Plan to this structure are illustrated on the following page(Figure 1).

### Personnel Qualifications

Director of Career Education: This person should possess academic credentials commensurate with those established by KSDE and the State Board of Education for similar positions, preferably a terminal or specialist degree. The person should also have considerable experience in teaching, administration, and curriculum development in the area of Career Education. It would be ideal if this experience would encompass, minimally, grades K-12. Some counseling experience would add to the capabilities of this person.

Coordinator: This person should possess at least a Master's degree in Education, and have considerable teaching, administrative, and curriculum development experience in the area of Career Education, preferably within the state of Kansas. It is essential that this person have a clear understanding of the principles of Career Education and career counseling as well as practical, successful experience working with a variety of agencies in the development of Career Education programs.

Career Education (Program/Demonstration) Specialist: This person should possess at least a Master's degree in Education and have extensive experience working with local education personnel in curriculum development efforts. Some experience and/or training in the area of special education would be desirable.

Career Education (Information/Resource) Specialist: This person should possess a degree in education (Master's preferred), at least five years of teaching experience, and experience in information and resource acquisition and dissemination.

Technical Coordinator: This person should possess a degree in education and have extensive background experience in educational evaluation.

Clerk Typists and Secretary: The qualifications for these positions should follow the Kansas Civil Service requirements.

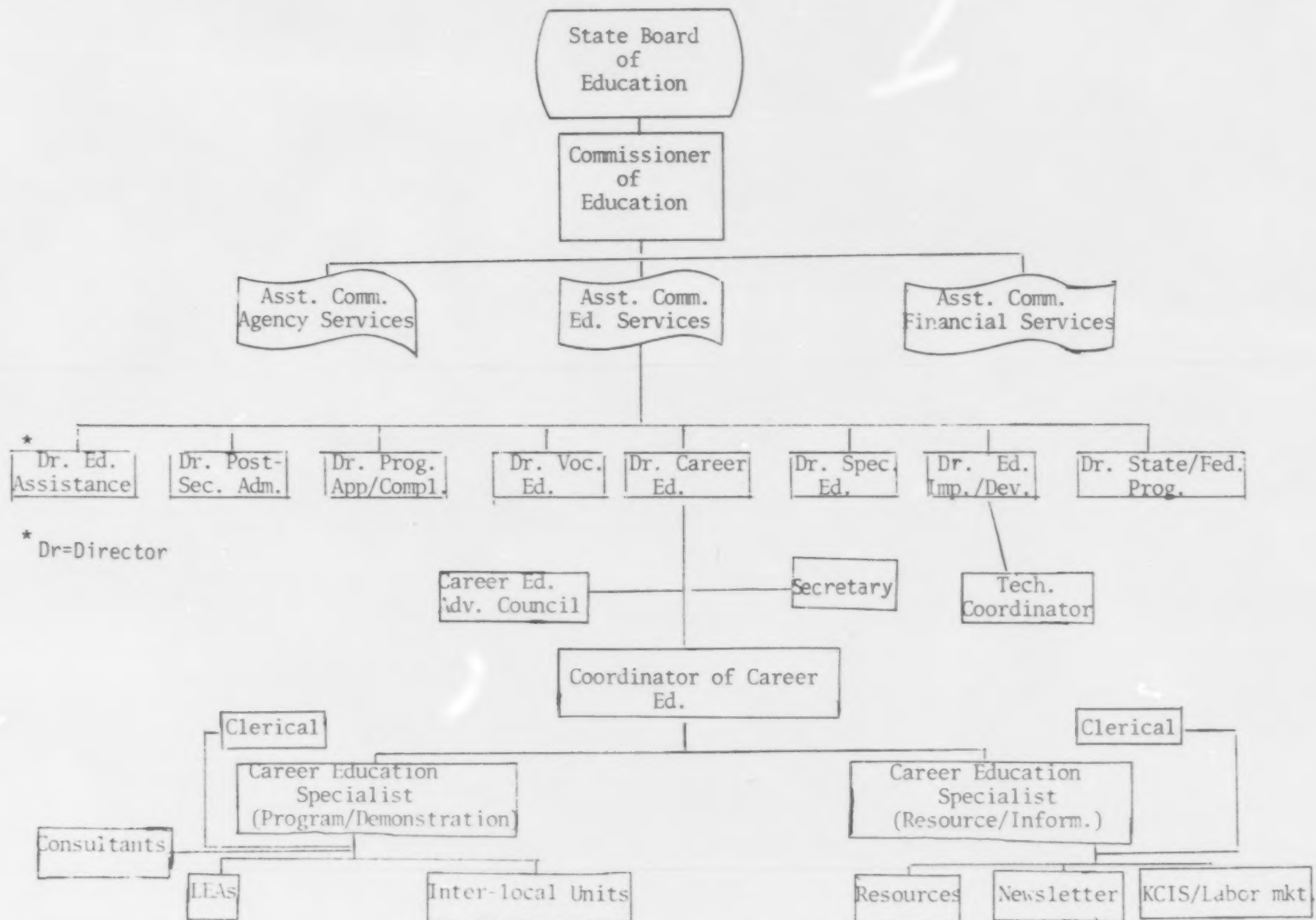
Note: Qualifications of personnel may be subject to criteria outlined in Federal legislation.

### Contingencies of Funding

There is much speculation about the eventual level of funding for Career Education in Kansas. It is clear that the Career Education Incentive Act of 1977 requires no diminishment of current state funds because of receipt of federal funds. The Act does not require matching funds for the first two years (1978-79 and 1979-80), but will require a percentage of matching funds from both the state and local levels thereafter; that is, through 1982-83. However, the exact formula for computing the state and/or local shares has not been set forth by the Department of Health, Education and Welfare. Until these factors are known, it may

Figure 1

KANSAS STATE DEPARTMENT OF EDUCATION ORGANIZATIONAL CHART





not be possible to move to full implementation of the State Plan.

It is anticipated that the Kansas Legislature will act on legislation supportive of Career Education and will provide funds for services and programs. It has done so in the past. There is no pending legislation concerning Career Education before this body at the present time. The nature and extent of such future legislation and funds are uncertain.

The Kansas Department of Education budget for fiscal year 1978-79 has proposed no special funds for Career Education. Current activities and personnel related to Career Education in the Department are funded through remaining authorizations from a 1975 State Act, some exemplary funds from the Vocational Education Act, and some federal grants.

#### Alternative Personnel Approaches

Based on funding contingencies, the following alternative staffing plans are being suggested, but are not considered to be adequate to carry out proper implementation of this plan:

Alternative Plan I. In the event it is possible to maintain the status quo, the State Director of Career Education would report to the Director of Education Improvement and Development. The Career Education Director would be a three-fourths-time position. Clerical services for Career Education would be provided as needed by the Education Improvement and Development clerical personnel.

Alternative Plan II. If the present level of funding is not able to be maintained, the staffing plan would need to change accordingly. A Director of Career Education would have to be designated from existing personnel. This person's Career Education function would be subordinate to the major role performed within his/her given section. The State Plan and Handbook would be disseminated and local adoption encouraged. Guidelines, newsletters, etc., would be prepared and disseminated as time permits.

Alternative Plan III. In the event some state funds and/or federal funds become available which are greater than the present funds, but less than \$125,000, the personnel structure would expand to include a full-time Career Education Director within the Educational Improvement and Development section, additional support to maintain the KEDDS unit, and perhaps an additional position added to assist with program coordination. It is anticipated that such funding would allow for little travel and no financial support for local programs.

Alternative Plan IV. In the event significant funding becomes available, but it is less than that needed for full implementation of the Plan, staffing would change accordingly. At a funding level of more than \$125,000, but less than that anticipated for full implementation of the Plan, the Kansas Department of Education would establish a full-time Director of Career Education and at least two assistants. This Director would report to the Director of the Improvement and Development section. One Specialist would coordinate the information/resource activities and the other would coordinate the program/

demonstration activities. One clerical position would serve the Career Education activities.

A Person-Day Loading Chart indicating the distribution of staff responsibilities in the event the Plan is fully implemented appears on the following page.

Person Day Loading  
Chart

| Performance Objective | Process Obj. | Director | Coordinator | Specialists | Technical Coordinator | Clerk |
|-----------------------|--------------|----------|-------------|-------------|-----------------------|-------|
| 1.0                   |              |          |             |             |                       |       |
|                       | 1.1          | 10       | -           | -           | -                     | 7     |
|                       | 1.2          | 11       | -           | -           | -                     | 1     |
|                       | 1.3          | 6        | -           | -           | -                     | 1     |
|                       | 1.4          | 2        | -           | -           | 6                     | -     |
|                       | 1.5          | 17       | -           | -           | 12                    | 1     |
| Subtotal              |              | 46       | -           | -           | 18                    | 10    |
| 2.0                   |              |          |             |             |                       |       |
|                       | 2.1          | 11       | -           | 61          | -                     | 20    |
|                       | 2.2          | 54       | -           | 115         | -                     | 30    |
|                       | 2.3          | 20       | -           | 39          | -                     | 100   |
|                       | 2.4          | -        | -           | -           | -                     | 144   |
|                       | 2.5          | 20       | (240)*      | -           | -                     | 144   |
|                       | 2.6/2.7      | 10       | -           | 30          | 102                   | 60    |
|                       | 2.8          | 10       | -           | 60          | -                     | 60    |
|                       | 2.9          | 11       | -           | 9           | -                     | 5     |
|                       | 2.10         | 32       | -           | 24          | -                     | 10    |
|                       | 2.11         | 26       | -           | 142         | -                     | 137   |
| Subtotal              |              | 194      | 240         | 480         | 102                   | 710   |
| Total                 |              | 240      | 240         | 480         | 120                   | 720   |

\*Indicates Process Objective where acquisition activity occurs.

## EVALUATION

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## EVALUATION

The evaluation design to be used in evaluating the State Plan is based on Gronlund's definition of evaluation as a systematic procedure for collecting and analyzing reliable and valid information for the purpose of decision making.<sup>1</sup> Systematic evaluation involves the process of careful selection of procedures to be used to collect and analyze data. Various techniques and procedures described by Gage<sup>2</sup> and Bloom, et al., will be incorporated into the evaluation design on the basis of their efficacy for this specific Plan.

Some of the basic concepts which will be followed in the development and implementation of the evaluation design are as follows:

1. Evaluation is regarded as an integral part of the State Plan, rather than as an adjunct, and will be a continuous process with feedback to KSDE personnel on other developments indicating success or failure.
2. KSDE records will be used to the fullest extent possible to avoid overlap of evaluation procedures being used to evaluate other programs. Special instruments will be introduced only when required by specific objectives.
3. Confidentiality of data, with respect to schools, staff, students, and parents, will be maintained.
4. Development of instruments for data collection will follow principles of best accepted psychometric practice, thus yielding high quality state-of-the-art instruments. The instruments will be designed for maximum efficiency in terms of subject and staff time. However, the first consideration will be the reliability and validity of the collection instruments and procedures.
5. All aspects of the evaluation design will have the maximum reusability for the purpose of on-going evaluation as well as for longitudinal comparisons. Thus, the evaluation design will have maximum carry-over value for use in all of the five years associated with the implementation of the State Plan.

The evaluation scheme will be based on Gronlund's evaluation model and contain four phases: (1) Planning, (2) Implementation, (3) Product, and (4) Recycling.

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<sup>1</sup> N.E. Gronlund. Measurement and Evaluation in Teaching, New York: The McMillan Company, 1965.

<sup>2</sup> N.L. Gage. Handbook of Research on Teaching. The American Educational Research Association, Chicago: Rand McNally and Company, 1963.

<sup>3</sup> B.S. Bloom, J.T. Hasting, and G.F. Madaus. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, 1971.



The first phase of the evaluation involves the development of an overall evaluation plan and the detailed evaluation steps for each specific PERFORMANCE and PROCESS OBJECTIVE. Once these variables have been identified, they will be defined in detail in order to avoid misinterpretation. The second step in the evaluation design will be to state the objectives, including the specifications of how these objectives are to be measured and documented. The design will delineate a monitoring system to be used to determine whether the program is actually being implemented as planned. A calendar of events will describe the sequence of evaluation activities, dates for data collection, who will be responsible, and other important activities pertinent to evaluation.

The second phase involves the implementation of the evaluation design outlined in phase one. During Phase 2 data will be collected and analyzed. As soon as the data are analyzed, there will be feedback to the KSDE staff to determine if the implemented activities and procedures are proceeding as specified and if modifications are necessary.

The third phase is considered the product phase. Data that have been collected will be subjected to predetermined analyses and a report of the findings prepared. The level of attainment of the objectives associated with the Plan will be determined from these results.

The fourth phase is a recycling phase, in which the evaluation process is reinitiated by returning to the first phase for consideration of additional variables and other objectives which might be evaluated in future revisions of the Plan. This phase implies that evaluation is continual, systematic and may continue until all variables affecting the Plan have been included and evaluated.

The evaluation design will include the following information:

1. Goal Abstract: A brief overview of the planned evaluation for each Goal. Included will be a brief description of the design, data collection procedures, and analyses to be conducted.
2. Instrumentation and Data Analysis: This section will delineate:
  - a. the instrumentation to be used to collect data,
  - b. the administration and scoring procedures,
  - c. psychometric considerations for each instrument, and
  - d. the analyses procedures or documentation procedures to be used to evaluate each objective.
3. Documentation and Monitoring Procedures: This section will describe the documentation to be gathered and the techniques to be used in monitoring the extent to which the planned program is being implemented.
4. Evaluation Calendar: This calendar will list the dates planned for carrying out specific evaluation activities and who will be responsible for the activities.

### Goal Abstract

The Evaluation Plan Summaries on the following pages summarize the evaluation procedures planned for each of the two goals associated with this State Plan.

The first set of summaries details the evaluation procedures associated with the AWARENESS goal. These procedures are designed to determine the extent to which the KANSAS STATE BOARD OF EDUCATION and the KANSAS DEPARTMENT OF EDUCATION were able to:

increase the overall awareness of Kansans to the benefits of Career Education.

The second set of summaries details the evaluation procedures associated with the IMPLEMENTATION goal. These procedures are designed to determine the extent to which the KANSAS STATE BOARD OF EDUCATION and the KANSAS DEPARTMENT OF EDUCATION were able to:

provide assistance to all Kansas schools in their efforts to implement Career Education.

### Instrumentation and Data Analysis

#### Instrument Development/Administration

#### PERFORMANCE OBJECTIVES

Awareness: Two instruments will be used to determine accomplishment of this objective. A questionnaire will be developed and distributed to all school districts in Kansas to determine what efforts were made in the past year to develop Career Education programs. A follow-up format will also be developed to be used during on-site visits to verify accomplishments reported in the questionnaires.

Implementation: Two instruments will also be developed to determine the accomplishment of this objective. A questionnaire will be developed and distributed to all school districts in Kansas to determine the extent to which they used the services of KSDE in planning, implementing, and/or refining Career Education programs. A follow-up format will be developed for use during on-site visits to verify responses to the questionnaire.

Both questionnaires will be subjected to face validation and field-tested to determine their reliability.

The monitoring format will determine the extent to which simultaneous use by different people results in similar findings(inter-rater reliability).

# EVALUATION PLAN SUMMARY: PERFORMANCE

## Measurement, Data Collection, and Analysis Procedures

| Performance Objectives                                                                                                                                                                                                                                                                                      | Instrument                                    | Dates For Gathering Data                                            | Measurement Dates                                          | Analysis Technique                                                                                                                                   | Reporting Dates(s)                                             | Person(s) Responsible                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------|
| <u>AWARENESS:</u>                                                                                                                                                                                                                                                                                           |                                               |                                                                     |                                                            |                                                                                                                                                      |                                                                |                                                  |
| 1.0 By the end of each school year (June 30) for the next five years, KSDE will have increased the awareness of and support for Career Education in Kansas as evidenced by an increase in the number of public school districts and private schools in Kansas which have adopted Career Education programs. | Questionnaire<br>- - -<br>Follow-up<br>format | March-May<br>30, 1978<br>Repeated<br>each year<br>for five<br>years | June 1, 1979<br>Repeated<br>each year<br>for five<br>years | Percent of<br>districts<br>that have<br>adopted<br>Career Ed.<br>programs<br><br>Goal: -<br>10 percent<br>increase<br>each year<br>for five<br>years | June 30,<br>1979<br>Repeated<br>each year<br>for five<br>years | Technical<br>Coordinator<br>or Plan<br>Evaluator |

# EVALUATION PLAN SUMMARY: PROCESS

## Measurement, Data Collection, and Analysis Procedures

| Process Objectives                                                                                                                                                                                                                                                                                                                           | Instrument for gathering data | Dates for gathering data                                | Analysis Technique  | Reporting Date(s)                                  | Person(s) Responsible                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------|---------------------|----------------------------------------------------|-----------------------------------------|
| <u>AWARENESS:</u>                                                                                                                                                                                                                                                                                                                            |                               |                                                         |                     |                                                    |                                         |
| 1.1 By the end of each school year (June 30) for the next five years, KSDE will have prepared and disseminated to all forms of public and private media a series of informative articles and news releases on Career Education.                                                                                                              | KSDE records                  | March-May 30, 1979<br>Repeated each year for five years | Review of records   | June 30, 1979<br>Repeated each year for five years | Technical Coordinator or Plan Evaluator |
| 29 1.2 By the end of each school year (June 30) for the next five years, KSDE will have identified and/or developed, as well as disseminated, effective exemplary materials (print and non-print) for use in communicating the concepts and benefits of Career Education to the general public, educators, administrators and Board Members. | Same as above (1.1)           | Same as above (1.1)                                     | Same as above (1.1) | Same as above (1.1)                                | Same as above (1.1)                     |
| 93 1.3 By June 30, 1978 KSDE will have disseminated copies of the first draft of the State Plan for Career Education to key groups throughout the State of Kansas and received suggestions from these groups for use in refining, planning and implementing the Plan                                                                         | Same as above (1.1)           | Same as above (1.1)                                     | Same as above (1.1) | Same as above (1.1)                                | Same as above (1.1)                     |

# EVALUATION PLAN SUMMARY: PROCESS

## Measurement, Data Collection, and Analysis Procedures

| Process Objectives                                                                                                                                           | Instrument for gathering data | Dates for gathering data | Analysis Technique  | Reporting Date(s) | Person(s) Responsible                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------|---------------------|-------------------|-----------------------------------------|
| <u>AWARENESS: Cont'd</u>                                                                                                                                     |                               |                          |                     |                   |                                         |
| 1.4 By June 30, 1979, KSDE will have developed and made use of a Career Education Statewide Speakers' bureau network.                                        | KSDE records                  | March-May 30, 1979       | Review of records   | June 30, 1979     | Technical Coordinator or Plan Evaluator |
| 1.5 By June 30, 1980, KSDE will have involved school districts and their patrons throughout the state in refining, planning and implementing the State Plan. | Same as above (1.4)           | March-May 30, 1980       | Same as above (1.4) | June 30, 1980     | Same as above (1.4)                     |

## EVALUATION PLAN SUMMARY: PERFORMANCE

## Measurement, Data Collection, and Analysis Procedures

| Performance Objectives                                                                                                                                                                                                                                                                    | Instrument                                 | Dates For Gathering Data                                  | Measurement Dates                                 | Analysis Technique                                             | Reporting Dates(s)                                 | Person's Responsible                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------|-----------------------------------------|
| <u>IMPLEMENTATION:</u>                                                                                                                                                                                                                                                                    |                                            |                                                           |                                                   |                                                                |                                                    |                                         |
| 2.0 By the end of each year (June 30) for the next five years, KSDE will have increased the extent to which they have assisted school districts implement Career Education as evidenced by an increase in the number of school districts who have requested and received this assistance. | Questionnaire<br>-----<br>Follow-up format | March-May 30<br>1979<br>Repeated each year for five years | June 1, 1979<br>Repeated each year for five years | 20 percent annual increase in districts using services of KSDE | June 30, 1979<br>Repeated each year for five years | Technical Coordinator or Plan Evaluator |



# EVALUATION PLAN SUMMARY: PROCESS

## Measurement, Data Collection, and Analysis Procedures

| Process Objectives                                                                                                                                                                                                                          | Instrument for gathering data | Dates for gathering data                                | Analysis Technique  | Reporting Date(s)                                  | Person(s) Responsible                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------|---------------------|----------------------------------------------------|-----------------------------------------|
| <u>IMPLEMENTATION:</u>                                                                                                                                                                                                                      |                               |                                                         |                     |                                                    |                                         |
| 2.1 By the end of each year (June 30) for the next five years, KSDE will have worked with different school districts in Kansas until all have been helped insofar as the development of comprehensive Career Education plans are concerned. | KSDE records                  | March-May 30, 1979<br>Repeated each year for five years | Review of records   | June 30, 1979<br>Repeated each year for five years | Technical Coordinator or Plan Evaluator |
| 2.2 By the end of each year (June 30) for the next five years, KSDE will have provided, to the extent possible, financial aid for the implementation of local Career Education plans.                                                       | Same as above (2.1)           | Same as above (2.1)                                     | Same as above (2.1) | Same as above (2.1)                                | Same as above (2.1)                     |
| 2.3 By the end of each year (June 30) for the next five years, KSDE will have developed and/or assisted in the development, as well as dissemination, of guidelines for Career Education planning and implementation.                       | Same as above (2.1)           | Same as above (2.1)                                     | Same as above (2.1) | Same as above (2.1)                                | Same as above (2.1)                     |
| 2.4 By the end of each year (June 30) for the next five years, KSDE will have expanded their technical information and resource center to provide easy access to Career Education materials and information.                                | Same as above (2.1)           | Same as above (2.1)                                     | Same as above (2.1) | Same as above (2.1)                                | Same as above (2.1)                     |

## EVALUATION PLAN SUMMARY: PROCESS

## Measurement, Data Collection, and Analysis Procedures

| Process Objectives                                                                                                                                                                                                                                                 | Instrument for gathering data | Dates for gathering data                                | Analysis Technique  | Reporting Date(s)                                  | Person(s) Responsible                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------|---------------------|----------------------------------------------------|-----------------------------------------|
| <u>IMPLEMENTATION: Cont'd</u>                                                                                                                                                                                                                                      |                               |                                                         |                     |                                                    |                                         |
| 2.5 By the end of each year (June 30) for the next five years, KSDE will have identified and made available to all local educational agencies experienced and technically able human resources to assist in Career Education programming.                          | KSDE records                  | March-May 30, 1979<br>Repeated each year for five years | Review of records   | June 30, 1979<br>Repeated each year for five years | Technical Coordinator or Plan Evaluator |
| 99 2.6 By the end of each year (June 30) for the next five years, KSDE will have provided financial support for the development of Career Education demonstration programs in Kansas.                                                                              | Same as above (2.5)           | Same as above (2.5)                                     | Same as above (2.5) | Same as above (2.5)                                | Same as above (2.5)                     |
| 2.7 By the end of each year (June 30) for the next five years, KSDE will have validated the demonstration programs developed during the current or previous year.                                                                                                  | Same as above (2.5)           | Same as above (2.5)                                     | Same as above (2.5) | Same as above (2.5)                                | Same as above (2.5)                     |
| 2.8 By the end of each year (June 30) for the next five years, KSDE will have provided assistance to local school districts in the identification, selection and adoption/adaptation of workable Career Education instructional materials, methods and techniques. | Same as above (2.5)           | Same as above (2.5)                                     | Same as above (2.5) | Same as above (2.5)                                | Same as above (2.5)                     |

# EVALUATION PLAN SUMMARY: PROCESS

## Measurement, Data Collection, and Analysis Procedures

| Process Objectives                                                                                                                                                                                                                                                                                      | Instrument for gathering data | Dates for gathering data                                | Analysis Technique  | Reporting Date(s)                                  | Person(s) Responsible                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------|---------------------|----------------------------------------------------|-----------------------------------------|
| <u>IMPLEMENTATION: Cont'd</u>                                                                                                                                                                                                                                                                           |                               |                                                         |                     |                                                    |                                         |
| 2.9 By the end of each year (June 30) for the next five years, KSDE will have supported the efforts of teacher training institutions in Kansas to infuse Career Education into the preparation of all prospective teachers and administrators.                                                          | KSDE records                  | March-May 30, 1979<br>Repeated each year for five years | Review of records   | June 30, 1979<br>Repeated each year for five years | Technical Coordinator or Plan Evaluator |
| 2.10 By the end of each year (June 30) for the next five years, KSDE will have arranged for and supported Career Education in-service training of current career education coordinators, classroom teachers, counselors, administrators, board members, and community support personnel.                | Same as above (2.9)           | Same as above (2.9)                                     | Same as above (2.9) | Same as above (2.9)                                | Same as above (2.9)                     |
| 2.11 By the end of each year (June 30) for the next five years, KSDE will have coordinated planning, implementation and resource dissemination between all local school districts and educational agencies as well as between local districts/agencies and other national, regional and state agencies. | Same as above (2.9)           | Same as above (2.9)                                     | Same as above (2.9) | Same as above (2.9)                                | Same as above (2.9)                     |

In order to ensure acquisition of accurate information, ad hoc consultants will be used to develop and field-test all instruments.

All questionnaires will be distributed to school districts by mail in March, April, and May. A staggered distribution will facilitate follow-up on-site visits.

#### PROCESS OBJECTIVES

A series of record-keeping forms will be developed for use in recording information associated with these objectives. Each form will be coded to correspond to the identifying number assigned specific objectives. Data for these forms will include day-to-day activities which relate to specific objectives. The forms will include information relative to what action KSDE took, responses to local agencies (or other state or federal agencies), and ultimate outcome.

#### Data Analysis

The data from the questionnaires and on-site visits will be analyzed to determine

- (1) if Career Education has been implemented where it did not previously exist
- (2) whether assistance provided schools and school districts was received
- (3) the value and consequence of this assistance.

The criteria to determine the successful implementation of the Plan will include the following:

1. An annual increase of 10 percent in the total number of school districts with comprehensive Career Education programs in operation. The five-year criterion of success is that 90 percent of all school districts in Kansas will have developed Career Education programs. Since 40 percent of the school districts have Career Education programs, the 90 percent criterion is not unrealistic.
2. An annual increase of 20 percent in the number of school districts having used the services of KSDE to refine, plan and/or implement Career Education.

Information associated with the accomplishment of all PROCESS OBJECTIVES will be reviewed to determine

- (1) whether informative articles and news releases on Career Education have been developed and disseminated to public and private media
- (2) whether KSDE has identified, developed, and disseminated effective exemplary print and non-print materials for use in communicating the concepts and benefits of Career Education to the general public, educators, administrators and board members
- (3) whether KSDE has disseminated copies of the first draft of the State Plan for Career Education to key groups in Kansas and has received suggestions from them as to ways in which the Plan can be refined and implemented



- (4) whether KSDE has developed and used a Career Education Speakers' bureau network
- (5) whether KSDE has involved school districts and their patrons from throughout the State in refining, planning, and implementing the State Plan
- (6) whether KSDE has provided financial aid to local school districts to assist them in implementing local Career Education plans
- (7) whether KSDE has developed and/or assisted in the development of, and disseminated guidelines for, Career Education planning and implementation
- (8) whether KSDE has expanded their technical information and resource center to facilitate access to Career Education materials and information
- (9) whether KSDE has identified and made available to all school districts and other educational agencies experienced and technically able people to assist with Career Education implementation
- (10) whether KSDE has provided financial support for the development of demonstration programs in the area of Career Education
- (11) whether KSDE has validated the demonstration programs they helped develop
- (12) whether KSDE has helped local school districts to identify, select and adopt/adapt workable Career Education instructional materials, methods, and techniques
- (13) whether KSDE has supported efforts of teacher training institutions in Kansas to infuse Career Education into their training programs
- (14) whether KSDE has supported and arranged for Career Education in-service training for Career Education coordinators, classroom teachers, counselors, administrators, board members, and community support personnel
- (15) whether KSDE has coordinated planning, implementation, and resource dissemination between all local school districts and educational agencies as well as between local districts/agencies and other national, regional, and state agencies.

#### Documentation and Monitoring Procedures

Information to be collected will include that associated with the interaction of the KSDE staff with local programs and other state, regional, and federal agencies insofar as Career Education is concerned. The Director of Career Education will develop and maintain a Central Data File which will contain information categorized according to the PERFORMANCE and PROCESS objective to which it applies. The Technical Coordinator will be responsible for periodically reviewing the file to ensure that the information is being recorded accurately and that Career Education personnel are completing their assigned tasks of collecting and recording data. These bi-monthly monitoring activities will result in a written report prepared by the Technical Coordinator and submitted to the Commissioner of Education.

#### Evaluation Calendar

| <u>Activity</u>             | <u>Implementation Dates</u> | <u>Person(s) Responsible</u>            |
|-----------------------------|-----------------------------|-----------------------------------------|
| Establish Central Data File | September 30, 1978          | Technical Coordinator/<br>C.E. Director |

| <u>Activity</u>                                  | <u>Implementation Dates</u>                                 | <u>Person(s) Responsible</u>               |
|--------------------------------------------------|-------------------------------------------------------------|--------------------------------------------|
| First draft of questionnaire                     | October 31, 1978                                            | Technical Coordinator<br>or Plan Evaluator |
| Submit questionnaires for review                 | November 6, 1978                                            | Technical Coordinator<br>or Plan Evaluator |
| Review questionnaires                            | November 24, 1978                                           | Advisory Groups/<br>KSDE Planning          |
| Field Test questionnaires                        | January 20, 1979                                            | Technical Coordinator<br>or Plan Evaluator |
| Bi-monthly review of Central Data File           | Every two months<br>over five-year<br>period                | Technical Coordinator<br>or Plan Evaluator |
| Bi-monthly reports to Director of C.E. on review | Report submitted<br>two weeks after<br>review               | Technical Coordinator<br>or Plan Evaluator |
| Administer questionnaire                         | First week in March,<br>April, May over<br>five-year period | Technical Coordinator<br>or Plan Evaluator |
| End of Year Evaluation Report                    | June 25 of every<br>year for five-year<br>period            | Technical Coordinator<br>or Plan Evaluator |
| Redesign Evaluation Plan if needed               | July 1 of every<br>year for five-year<br>period             | Technical Coordinator<br>or Plan Evaluator |



ESTIMATED BUDGET

Estimated Budget Summary For  
Five Year Period\*

| Performance Objective | Process Objective | 1978-79 | 1979-80   | 1980-81   | 1981-82 | 1982-83 |
|-----------------------|-------------------|---------|-----------|-----------|---------|---------|
| 1.0                   |                   |         |           |           |         |         |
|                       | 1.1               | 2,368   | 2,368     | 2,368     | 2,368   | 2,368   |
|                       | 1.2               | 1,626   | 1,626     | 1,626     | 1,626   | 1,626   |
|                       | 1.3               | 4,416   | 3,666     | 3,666     | 3,666   | 3,666   |
|                       | 1.4               | 2,682   | 2,582     | 2,582     | 2,582   | 2,582   |
|                       | 1.5               | 12,524  | 12,524    | 12,524    | 12,524  | 12,524  |
|                       | Subtotal          | 23,616  | 22,766    | 22,766    | 22,766  | 22,766  |
| 2.0                   |                   |         |           |           |         |         |
|                       | 2.1               | 19,542  | 16,542    | 12,642    | 12,342  | 12,342  |
|                       | 2.2               | 221,888 | 871,888   | 771,888   | 621,888 | 471,888 |
|                       | 2.3               | 35,852  | 21,452    | 21,452    | 21,452  | 21,452  |
|                       | 2.4               | 108,816 | 124,036   | 62,216    | 61,216  | 60,216  |
|                       | 2.5               | 50,056  | 50,056    | 50,056    | 50,056  | 50,056  |
|                       | 2.6/2.7           | 84,516  | 84,516    | 84,516    | 84,516  | 84,516  |
|                       | 2.8               | 30,740  | 28,740    | 21,540    | 20,840  | 16,840  |
|                       | 2.9               | 4,854   | 4,854     | 4,854     | 4,854   | 4,854   |
|                       | 2.10              | 60,776  | 57,776    | 57,776    | 57,776  | 57,776  |
|                       | 2.11              | 27,796  | 27,796    | 27,796    | 27,796  | 27,796  |
|                       | Subtotal          | 644,836 | 1,287,656 | 1,114,736 | 962,736 | 807,736 |
|                       | TOTAL             | 668,452 | 1,310,422 | 1,137,502 | 985,502 | 830,502 |

\*Does not include funds generated from local effort. Local funds over the five year period are estimated at from 3 to 5 million dollars. The above figures also do not reflect Federal monies available from grants for post-secondary programs or other sources.

Estimated Personnel Costs\*  
(Annual)

| Performance Objective | Process Objective | Director | Coordinator | Specialists | Technical Coord. | Clerks | total   |
|-----------------------|-------------------|----------|-------------|-------------|------------------|--------|---------|
| 1.0                   |                   |          |             |             |                  |        |         |
|                       | 1.1               | 1,420    | -           | -           | -                | 448    | 1,868   |
|                       | 1.2               | 1,562    | -           | -           | -                | 64     | 1,626   |
|                       | 1.3               | 852      | -           | -           | -                | 64     | 916     |
|                       | 1.4               | 284      | -           | -           | 648              | -      | 932     |
|                       | 1.5               | 2,414    | -           | -           | 1,296            | 64     | 3,774   |
|                       | Subtotal          | 6,532    | -           | -           | 1,944            | 640    | 9,116   |
| 2.0                   |                   |          |             |             |                  |        |         |
|                       | 2.1               | 1,562    | -           | 9,280       | -                | 1,200  | 12,042  |
|                       | 2.2               | 7,668    | -           | 12,420      | -                | 1,800  | 21,888  |
|                       | 2.3               | 2,840    | -           | 4,212       | -                | 6,400  | 13,452  |
|                       | 2.4               | -        | -           | -           | -                | 3,216  | 9,216   |
|                       | 2.5               | 2,840    | 30,000      | -           | -                | 9,216  | 42,056  |
|                       | 2.6/2.7           | 1,420    | -           | 3,240       | 11,016           | 3,840  | 19,516  |
|                       | 2.8               | 1,420    | -           | 6,480       | -                | 3,840  | 11,740  |
|                       | 2.9               | 1,562    | -           | 972         | -                | 320    | 2,854   |
|                       | 2.10              | 4,544    | -           | 2,592       | -                | 640    | 7,776   |
|                       | 2.11              | 3,692    | -           | 15,336      | -                | 8,768  | 27,796  |
|                       | Subtotal          | 27,548   | 30,000      | 54,532      | 11,016           | 45,240 | 168,336 |
|                       | Total             | 34,080   | 30,000      | 54,532      | 12,960           | 45,880 | 177,452 |

\*Includes travel, fringe benefits, etc. Does not include provisions for cost of living increase.

### Estimated Budget Allocations By Category

| 1. Services (Direct/Indirect)<br>to School Districts: | 1978    | 1979      | 1980      | 1981    | 1982    |
|-------------------------------------------------------|---------|-----------|-----------|---------|---------|
|                                                       | 1979    | 1980      | 1981      | 1982    | 1983    |
| a. Resources                                          | 158,872 | 174,092   | 112,272   | 111,272 | 110,272 |
| b. Demonstration Projects                             | 84,516  | 84,516    | 84,516    | 84,516  | 84,516  |
| c. Financial Aid                                      | 221,888 | 871,888   | 771,888   | 621,888 | 471,888 |
| d. In-Services                                        | 91,516  | 86,516    | 79,316    | 78,616  | 74,616  |
| e. Technical Assistance                               | 55,394  | 37,994    | 34,094    | 33,794  | 33,794  |
| f. Coordination                                       | 27,796  | 27,796    | 27,796    | 27,796  | 27,796  |
| Subtotal                                              | 639,982 | 1,282,802 | 1,109,882 | 957,882 | 802,882 |
| 2. Services to Teacher<br>Training Institutions*      | 4,854   | 4,854     | 4,854     | 4,854   | 4,854   |
| Subtotal                                              | 4,854   | 4,854     | 4,854     | 4,854   | 4,854   |
| 3. Awareness                                          | 23,616  | 22,766    | 22,766    | 22,766  | 22,766  |
| Subtotal                                              | 23,616  | 22,766    | 22,766    | 22,766  | 22,766  |
| TOTAL                                                 | 668,452 | 1,310,422 | 1,137,502 | 985,502 | 830,502 |

\*15 million dollars are authorized to IHE units through the Career Education Incentive Act.

Estimated State Federal Share of Costs<sup>1</sup>

1978 - 79

|                |            |
|----------------|------------|
| Total Needed:  | \$ 668,452 |
| Federal Share: | 630,000    |
| State Share:   | 38,452     |

1979 - 80

|                |            |
|----------------|------------|
| Total Needed:  | 1,310,422  |
| Federal Share: | 1,159,428* |
| State Share:   | 150,994    |

\*75% funding for staff included.

1980 - 81

|                |           |
|----------------|-----------|
| Total Needed:  | 1,137,502 |
| Federal Share: | 808,764*  |
| State Share:   | 328,738   |

\*50% funding for staff,  
75% funding for programs included.

1981 - 82

|                |          |
|----------------|----------|
| Total Needed:  | 985,502  |
| Federal Share: | 492,751* |
| State Share:   | 492,751  |

\*50% funding for staff,  
50% funding for programs included.

1982 - 83

|                |          |
|----------------|----------|
| Total Needed:  | 830,502  |
| Federal Share: | 251,989* |
| State Share:   | 578,513  |

\*50% funding for staff,  
25% funding for programs included.

Total Needed for Five Year Period: \$ 4,932,380

|                |                    |
|----------------|--------------------|
| Federal Share: | \$ 3,342,932 (68%) |
| State Share:   | 1,589,448 (32%)    |

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<sup>1</sup>Federal funding possibilities based on Career Education Incentive Act authorizations.

Estimated Budget  
Arranged by Priorities\*

| Process<br>Objective | 1978-<br>79 | 1979-<br>80 | 1980-<br>81 | 1981-<br>82 | 1982-<br>83 |
|----------------------|-------------|-------------|-------------|-------------|-------------|
| 2.8                  | 30,740      | 28,740      | 21,540      | 20,840      | 16,840      |
| 2.10                 | 60,776      | 57,776      | 57,776      | 57,776      | 57,776      |
| 2.2                  | 221,888     | 871,888     | 771,888     | 621,888     | 471,888     |
| 2.1                  | 19,542      | 16,542      | 12,642      | 12,342      | 12,342      |
| 2.9                  | 4,854       | 4,854       | 4,854       | 4,854       | 4,854       |
| 1.5                  | 12,524      | 12,524      | 12,524      | 12,524      | 12,524      |
| 1.1                  | 2,368       | 2,368       | 2,368       | 2,368       | 2,368       |
| 2.3                  | 35,852      | 21,452      | 21,452      | 21,452      | 21,452      |
| 2.4                  | 108,806     | 124,036     | 61,216      | 61,216      | 60,216      |
| 1.2                  | 1,626       | 1,626       | 1,626       | 1,626       | 1,626       |
| 1.4                  | 2,682       | 2,582       | 2,582       | 2,582       | 2,582       |
| 2.5                  | 50,056      | 50,056      | 50,056      | 50,056      | 50,056      |
| 2.6/2.7              | 84,516      | 84,516      | 84,516      | 84,516      | 84,516      |
| 2.11                 | 27,796      | 27,796      | 27,796      | 27,796      | 27,796      |
| 1.3                  | 4,416       | 4,416       | 4,416       | 4,416       | 4,416       |

\*Priorities may change from year to year; however, they should be considered valid for 1978-79 and recomputed each year thereafter. These priorities are based on information obtained in the needs assessment process.



APPENDIX A  
DEVELOPMENTAL MILESTONES

A-1

## DEVELOPMENTAL MILESTONES

1977

### February

1. Assess present status and present needs of local Career Education programs.
2. Research and assimilate all previous Kansas efforts, documents, decisions, etc.
3. Research and pull together a number of different ideas, concerns, documents, etc., from other sources (regional, national, etc.).
4. Select, appoint, meet with and coordinate advisory groups.

### March

1. Abstract, summarize, organize and/or otherwise prepare materials for review.
2. Review and/or refine ideas and prepare materials with groups and individuals to develop new, or ratify old, ideas.

### April

1. Examine state's possible resources for use in Career Education Plan.

### May

1. Consolidate and/or elaborate on reviewed material by preparing unified document/plan.
2. Further examination and refinement of document by group study, discussion and additional input.

### June

1. Submit draft of State Plan to Board of Education for review and possible acceptance.

### October

1. Print and distribute 500 copies of proposed Plan for review and input by local districts and others.
2. Research and consolidate Kansas and other states' efforts, documents, etc.

### November

1. Design assessment instruments, select sample, and validate instruments.
2. Abstract, summarize, organize and otherwise prepare material for review.

3. Make arrangements and preparations for regional conferences and Governor's conference.

#### December

1. Meet with U.S. Office of Career Education to review proposed Plan.
2. Prepare and disseminate public notice of regional conferences.
3. Refine needs assessment instruments.

1978

#### January

1. Conduct six regional conferences.
2. Distribute needs assessment instruments.

#### February

1. Abstract and summarize input from regional conferences and results of needs assessment.
2. Prepare abstract of Plan and Implementation Handbook.
3. Complete Governor's Conference arrangements.

#### March

1. Present abstract of State Plan to State Board of Education.
2. Consolidate and/or review materials and prepare review draft of State Plan.
3. Refine State Plan with input from various advisory groups.
4. Disseminate public notice of Governor's Conference.

#### April

1. Further refine State Plan with input from various advisory groups.
2. Conduct Governor's conference.

#### May

1. Further refine State Plan with input from various advisory groups.
2. Submit State Plan to State Board for review and possible acceptance.

#### June

1. State Board hearing on State Plan.
2. Review of State Board hearing results.
3. Printing and distribution of 500 copies of approved State Plan.

APPENDIX B

MEMBERS OF GROUPS ASSISTING IN  
THE DEVELOPMENT EFFORT

B-1

MEMBERS OF GROUPS ASSISTING IN  
THE DEVELOPMENT EFFORT

Career Education Input Council

State Education Agency

Dorothy Groesbeck, Chairman  
State Board of Education

Wilbur Rawson, Director  
Career Education

Governor's Office

Jim Maag  
Legislative Liaison

Business and Industry

Jack Pearson, Executive Director  
Kansas Assn. of Commerce/Industry

Paul Fleener, Research Director  
Kansas Farm Bureau

Nelson Galle, Executive  
Hesston Corporation

Gary Sherrer, Executive [First Yr. Only]  
Capitol Federal Savings

Labor

Ralph McGee, Executive Secretary  
Kansas State Federation of Labor

Jack McGlothlin, State Director  
United Transportation Union

Human Resources Department

James McCain, Secretary  
Human Resources Department  
[First Yr. Only]

John Hancock [Second Yr. Only]

Local Education Agencies

Dean Stucky, Deputy Superintendent  
Wichita Public Schools

Charles Stone, Director of Instruction  
Garden City Public Schools  
[First Yr. Only]

Gordon Schultz, Asst. Superintendent  
Iola Public Schools

Ann Garvin, Teacher  
Topeka High School

Ouida Pyle, Teacher  
McPherson Junior High School

Higher Education

Jack Barnett, Chairman  
Dept. of Curriculum & Administration  
Pittsburg State University

Community College

Carl Heinrich, President  
Butler County Community College

Area Vocational Technical Schools

Roy Berry, Director - Don Cox, Asst. Dir.  
KAW AVTS                      KAW AVTS  
Topeka, Kansas                      [2nd Yr. Only]

School Board

Denise Apt, Immediate Past President  
Kansas Assn. of School Boards  
Local Board Member

Kansas State Board of Regents

John Conard, Executive Officer  
Gene Kasper, Extension Officer [2nd Yr. Only]

Media

Stan Stauffer, Executive  
Stauffer Publications  
[First Yr. Only]

Bernie Brown  
KAYS-TV [Second Yr. Only]

Guidance Counselor

Mary Kosier, Past President  
Kansas Vocational Guidance Assn.

Student

Carol Hedges, President, Senior Class  
Topeka High School [First Yr. Only]

Career Education Consultant

Hazel Rockhold  
Southeast Kansas Regional Educational  
Service Center

Parent

Kathleen White, President  
Kansas PTA

Lois Musseman, Parent

Career Education Practitioner's Committee

Jody Bauman  
North Central Kansas AVTS

Ken Best  
Wichita Curriculum Center

Bertram Caruthers  
Kansas City USD 500

Tom Christie [Second Yr. Only]  
Lawrence USD 497

Bettye Coughenour  
Ottawa USD 290

Deanne Coward  
Liberal AVTS

Ernie Honas  
Hays USD 489

Danny Lewis  
Shawnee Mission USD 512

Marcia Lundin [First Yr. Only]  
Topeka West High School

Roy Piper  
Southwest Kansas AVTS

Bruce Poage  
Clay Center USD 379

Mary Remington [Second Yr. Only]  
Pittsburg USD 250

Donna Rogers [Second Yr. Only]  
Kansas City USD 500

William Saunders  
Garden City USD 457

Cathy Wilson [Second Yr. Only]  
Wichita USD 259

Gene Willich [Second Yr. Only]  
Dodge City USD 443

Larry Wills  
Topeka USD 501



Kansas State Department of Education Task Force On Career Education

Merle Bolton, Commissioner  
State Department of Education

Dean Prochaska, Director  
Vocational Education Administration

Percy Sillin, Assistant Commissioner  
Agency Services Division

Eileen Heinen, Director  
Educational Assistance

L.C. Crouch, Assistant Commissioner  
Education Services Division

John Vigneron, Director  
Program Approval and Compliance

Dale Dennis, Assistant Commissioner  
Financial Services Division

Phil Thomas, Director  
Educational Improvements and  
Development

Welcome Rumbaugh, Director  
Post-secondary Administration

Warren Bell, Director  
State and Federal Program  
Administration

James Marshall, Director  
Special Education Administration

Pre-service, In-service Ad Hoc Committee

Dale Scannell, Dean of Education  
University of Kansas

Jordan Utsey, Dean of Education  
Kansas State University

Truman Hayes, Dean of Education  
Emporia State University

Wesley J. Sandness, Dean of Instruction  
Pittsburg State University

Lavier Staven, Dean of Education  
Fort Hays State University

Leonard Chaffee, Dean of Education  
Wichita State University

Wilbur Oldham, Dean of Education  
Washburn University

Bob Kelly, Executive Director  
Kansas Association of Independent Colleges

APPENDIX C  
BACKGROUND INFORMATION ON  
CAREER EDUCATION

C-1

## BACKGROUND INFORMATION ON CAREER EDUCATION

The following is a brief overview of the Career Education movement, both as a national effort and a state effort. No attempt, however, will be made to detail the historic threads and developmental milestones of Career Education.

### Historical Perspectives of Career Education

Recognition should be given to the many concepts, pressures, and approaches in the recent Career Education movement, on both the federal and the State level, that have solid historic roots. As Kansas public schools emerged in the 1880's vocational education and guidance efforts responded to the need to prepare young people for a growing and increasingly complex industrial society.

Some conceptual beginnings for Career Education appeared when the discussion and actual development of public schools began around 1800. There were seeds of Career Education concepts in the "common schools movement" between 1830 and 1880, in the land grant colleges, in the progressivism of the American Herbartians (later the National Society for the Study of Education), in the commissions and committees of the National Education Association (1893, 1895, 1899, 1911, and 1918), and in the writings of John Dewey, the Smith-Hughes Act of 1917, and the Life Adjustment Movement following World War II.

Other important predecessors of Career Education were the pressures for more relevant preparation of our young people that resulted from the 1957 launching of Sputnik I and that took the form of the 1958 passage of the National Defense Education Act (NDEA). Likewise, the difficult years of the 1960's and what appeared to be a growing generation gap between young people and the prevailing order set the stage for change. Finally the use of education for social change, as evidenced by parts of the 1956 Elementary and Secondary Education Act, and the obvious growing problems of welfare, and the seemingly growing mismatch between public education and labor market conditions are all part of the mix from which the Career Education concept emerged. By 1971, Career Education was clearly a concept whose time had come.

Credit for the recent intensive efforts toward a series of educational reforms labeled as "Career Education" clearly belongs to Sidney P. Marland, U.S. Commissioner of Education, (Office of Education, U.S. Department of Health, Education, and Welfare). Commissioner Marland formally introduced the concept in a major talk delivered in January of 1971 where he used the following definition:

The fundamental concept of Career Education is that all educational experiences, curriculum construction, and counseling should begin the preparation for economic independence and an appreciation for the dignity of work.

Later that same year Commissioner Marland struck a bargain with the chief state school officers which led to the eventual funding of Career Education demonstration projects (model projects) in all states. Originally in 1972, Part C of the Vocational Education Act (Research and Training) was the funding vehicle for stimulating Career Education; in 1973 Part D (Exemplary Programs and Projects) of the Vocational Education Act was used for funding.

A parallel effort began in 1972, and lasted through 1976, by the National Institute of Education (NIE). Again, the aim of the funding was to develop Career Education models and stimulate and test Career Education approaches.

The Education Amendments of 1974 authorized, and the 1976 Amendments extended, state planning, assessment of national needs, and development of a clearinghouse and additional exemplary models. An Office of Career Education and a National Advisory Council on Career Education were also established and funded.

New federal legislation that will provide larger amounts of funds for implementing state plans is entitled the Career Education Incentive Act of 1977. (P.L. 95-207) This Act was signed by President Carter on December 4, 1977.

Clearly, there has been, and continues to be, a federal initiative. But if the federal government gets credit for initiative, the State of Kansas can well lay claim to quickly embracing and energetically implementing the concept in a wide variety of actual learning situations throughout the State. The first Kansas Career Education projects (Clay Center, Lawrence, and Kansas City) even predate Commissioner Marland's formal introduction of the concept.

Below is a skeletal outline of some of the major Career Education events in Kansas since 1970:

- 1970 - First Career Education grants (federal) to Clay Center, Lawrence and Kansas City
- 1971 - First use of Kansas Vocational Education Funds to support exemplary Career Education projects
- 1972 - First rural school Career Education grant to Hill City
- 1972 - Subgoal on career preparation was developed as a part of the Statewide Goals for Education for Kansas
- 1972 - First statewide Governor's Conference on Career Education was held
- 1972 - First survey was conducted on School Superintendents' Needs for Career Education implementation
- 1972 - First Title III (ESEA) support for innovative Career Education projects
- 1973 - Position paper on Career Education was accepted by State Board of Education
- 1973 - First Statewide Career Education Leadership Training Conference was held
- 1973 - First model for Career Education Personnel Development was developed
- 1973 - First Plan for State Career Education Personnel Development was developed
- 1973 - First goals for Career Education were developed by academic Deans and KSDE
- 1973 - Three Year Action Plan for Career Education was developed

- 1973 - Kansas Guide for Career Education was developed
- 1973 - In-service training in Career Education was instituted
- 1974 - Legislative Concurrent Resolution on Career Education was passed
- 1974 - Statewide Conference on Career Education was held
- 1975 - First state appropriation for Career Education was made (\$200,000)
- 1975 - Interlocal Agreement Legislation was passed allowing "Career Education Cooperatives"
- 1975 - Federal grant was made to Wichita School District for large Career Education component project
- 1975 - Guide for Implementing Career Education in Kansas Schools was developed
- 1975 - Kansas Action Model for Career Guidance, Counseling & Placement was developed
- 1975 - First position allocated in KSDE for Career Education Specialist
- 1976 - Federal grant for a one-year, five-region study of progress in Career Education was received
- 1976 - Statewide needs assessment for Career Education was completed
- 1976 - Post-secondary Conference on Career Education was held in state
- 1977 - Comprehensive statewide planning activity for five-year Career Education Plan begins
- 1978 - Six Regional Conferences on Career Education were held in state
- 1978 - Second Statewide Governor's Conference on Career Education was held
- 1978 - State Plan for Career Education was completed

As stated previously, the plan resulting from the above activities is not the beginning of Career Education in Kansas, but a continuation.

APPENDIX D  
RESULTS OF NEEDS ASSESSMENT

D-1



## RESULTS OF NEEDS ASSESSMENT

### Needs Assessment Results For 1976-77

A total of 306 of the 307 Superintendents of Unified School Districts in Kansas returned a questionnaire aimed at (1) estimating their progress at infusing Career Education into the curricula of their schools and (2) assessing their present and future needs for this activity. The following pages summarize the results. It should be kept in mind that this particular questionnaire left the definition and ultimate level of infusion up to each Superintendent and indications of progress were no doubt set against varying standards and expectations.

- ° When asked how they viewed the progress of infusing Career Education into their classrooms, almost one-half (48%) indicated their district had completed the implementation of Career Education at the 25 to 50 percent level. Only about 4 percent indicated no progress, 24 percent indicated 5 to 20 percent complete, 21 percent indicated 55 to 75 percent complete, 2 percent indicated 80 to 95 percent complete and one Superintendent indicated complete (100%) infusion.
- ° Approximately 54 percent of the superintendents indicated their district had a general education philosophy and/or written policies which include provisions for Career Education while 46 percent indicated no such philosophy or policies.
- ° Approximately 24 percent of the superintendents indicated that a Career Education needs assessment had been completed, while 76 percent indicated no needs assessment had been conducted.
- ° Approximately 8 percent of the superintendents indicated their district has a Career Education Advisory group, while 72 percent indicated no such group presently existed.
- ° Approximately 20 percent indicated their district had set goals and objectives for Career Education while 80 percent indicated no such effort yet.

The superintendents also indicated how many of their district personnel have received at least some form of in-service training in Career Education. Below are the approximate figures.

|                                   |       |
|-----------------------------------|-------|
| Elementary teachers               | 5,300 |
| Jr. High/Middle School teachers   | 1,500 |
| High School teachers              | 2,500 |
| Guidance/Counseling staff         | 400   |
| Paraprofessional/Aides            | 105   |
| Others (generally administrators) | 135   |
| Total                             | 9,940 |

These results indicate there has been a good amount of in-service training of educational personnel in Kansas, but no attempt was made to assess the nature, depth, adequacy, completeness, or quality of what has occurred.

- ° Superintendents indicated some type of Career Education Coordinator/Director had been identified in 50 percent of the districts and not identified in the other 50 percent. Of those coordinators who have been identified as such, 89 percent are working part-time at Career Education while 11 percent are full time. Below is a breakdown of the primary professional backgrounds of the coordinators/directors.

|                               |            |
|-------------------------------|------------|
| Elementary/Secondary teachers | 22 percent |
| Career Education Specialist   | 12 percent |
| Curriculum Specialist         | 10 percent |
| Guidance/Counseling           | 31 percent |
| Outside Business/Industry     | 5 percent  |
| Vocational Education          | 7 percent  |
| Administrator                 | 12 percent |
| Librarian/Lay person          | 1 percent  |

- ° Approximately 60 percent of the superintendents indicated they spent some local funds for Career Education in 1977 (from \$45 to \$1000). Total local funds spent in 1977 by Kansas USD's was estimated to be \$1,284,012. In 1977 twenty-two districts spent a total of \$341,816 in Federal funds on Career Education, twelve districts spent \$82,662 of state monies, and seven districts spent \$12,759 obtained elsewhere.

|                 |             |
|-----------------|-------------|
| Local Budgeting | \$1,284,012 |
| Federal Funds   | 341,816     |
| State Funds     | 82,663      |
| Other Funds     | 12,795      |
| Total           | \$1,721,286 |

- ° One hundred seventy-four superintendents (55%) anticipated they would spend approximately \$942,000 on Career Education in 1978. This is a figure well below (54%) the amount spent in 1977 (\$1,721,286) and can be attributed in part to the lack of federal and state funds available for the 1977-78 year.
- ° When asked what their districts had developed in the way of successful Career Education materials, activities, or innovative approaches which might be adopted for use in other Kansas school districts, the following items were indicated:

|                                              | No. of<br>Districts | Percent<br>of Total |
|----------------------------------------------|---------------------|---------------------|
| Curriculum infusion materials                | 31                  | 10                  |
| Career Counseling                            | 67                  | 22                  |
| Utilizing community resources                | 75                  | 25                  |
| Use of advisory groups                       | 30                  | 10                  |
| Elementary level Career Education activities | 58                  | 19                  |
| Career exploration programs                  | 63                  | 21                  |
| Career information systems                   | 57                  | 19                  |
| Group career counseling                      | 39                  | 13                  |
| Career Education for handicapped             | 22                  | 7                   |
| Career Education for gifted                  | 8                   | 3                   |
| Career Education for potential drop-outs     | 26                  | 8                   |

|                                     | No. of<br>Districts | Percent<br>of Total |
|-------------------------------------|---------------------|---------------------|
| Simulated work experience           | 48                  | 16                  |
| Unpaid work experience (for credit) | 40                  | 13                  |
| Work observation for shadowing      | 30                  | 10                  |
| Student placement services          | 33                  | 11                  |
| Field trips                         | 89                  | 29                  |
| Computer assisted instruction       | 6                   | 2                   |
| Developing job survival skills      | 22                  | 7                   |
| Planning vocational programs        | 39                  | 13                  |
| Seminar courses in Career Education | 1                   | .3                  |
| Work/Study programs                 | 1                   | .3                  |

Among the more frequent components of Career Education to which Kansas districts have turned their attention are: field trips, use of community resources, career counseling and Career Education exploration programs.

- ° Superintendents suggested the names of 121 Kansas educators (from their own district) who could provide consultation and training to other school districts.

#### Needs

According to local superintendents (public USD's), the three most frequently mentioned needs from the state agency for implementing Career Education in their districts were : (1) financial assistance (74%), (2) In-service training for their instructional staff (68%), and (3) curriculum materials (62%).

In terms of additional funding from all sources, 167 superintendents (54%) indicated they would need approximately four and one-half million dollars for their school districts over the next five years. The other 46 percent were either unable or unwilling to estimate a needed amount. The larger school districts were, however, included in the 54 percent who were able or willing to estimate, and the total amount needed would certainly not exceed \$7,500,000. The average additional amount needed over the next five years is \$24,429 per district. Figured another way, this is about \$17 per student for Career Education (437,771 FTE).

Certainly the superintendents see Career Education implementation as requiring some additional funds (from \$700 to \$500,000) over the next five years. The bulk of this would have to come from their own local budgets, even if 80 percent of the anticipated federal funds from the Career Education Incentive Act were to flow to local districts.

In terms of additional in-service training of instructional staff for Career Education, 17 percent of the superintendents indicated all (100%) of their teachers would benefit. Approximately 7 percent indicated 80 to 95 percent, 28 percent indicated 55 to 75 percent, 40 percent indicated 25 to 50 percent, 7 percent indicated 5 to 20 percent and only 1 percent indicated none of their instructional staff would benefit from additional Career Education in-service training. Clearly, the numbers of instructional personnel who would benefit from additional career in-service training are large.

### Needs Assessment Results for 1977-78

During the second stage of planning (1977-78) a follow-up survey was conducted. The primary objective of this survey was to verify the goals and objectives contained in the Proposed Plan developed during the first planning stage. Another objective was to identify specific Career Education needs, including needs of handicapped secondary students, in-service needs of teachers, needs of business and labor, needs of teacher training institutions, and needs of vocational education. A third objective was to identify current Career Education activities already in operation.

Representative samples in this survey included Special Education Coordinators in 35 school districts, Career Education Coordinators in 40 school districts, 15 business and labor agencies, Vocational Education Coordinators in 33 school districts and 17 teacher training institutions.

The first section of the survey asked respondents to indicate whether they viewed the sub-goals in the Proposed Plan as important or unimportant. Following is a composite of the results of this portion of the survey.

| Sub-goals (Process Objective) | Percent Considering<br>Sub-goal Important<br>(Mean) | Rank |
|-------------------------------|-----------------------------------------------------|------|
| Instructional materials       | 83                                                  | 1    |
| In-service                    | 80                                                  | 2    |
| Development of local plans    | 77                                                  | 3    |
| Financial aid                 | 77                                                  | 3    |
| Pre-service                   | 76                                                  | 5    |
| Community involvement         | 74                                                  | 6    |
| Use of media                  | 73                                                  | 7    |
| Development of guidelines     | 72                                                  | 8    |
| Technical resources           | 71                                                  | 9    |
| Exemplary materials           | 66                                                  | 10   |
| State Plan refinement         | 61                                                  | 11   |
| Human resources               | 57                                                  | 12   |
| Demonstration projects        | 56                                                  | 13   |
| Resource sharing              | 54                                                  | 14   |
| Speakers bureau               | 49                                                  | 15   |

All sub-goals with the exception of the one associated with the establishment of a speakers' bureau were considered important by a majority of the respondents. Eleven (73%) of the sub-goals were considered important by over two-thirds of the respondents while eight (53%) sub-goals were considered important by three-fourths or more of the respondents.

These findings indicate, for the most part, that the sub-groups included in the follow-up survey agree with the sub-goals included in the Proposed Plan and feel they are important and should be included in the State Plan. The possible exception is the need for a speakers bureau.

Variations in responses occurred within the sub-goals but were found not to be significantly different from the total group findings.

The rankings indicate the relative importance placed on the sub-goals by the respondents.



A majority of the respondents indicated that all but computer-assisted Career Education were considered important. These findings reveal that activities involving assistance with infusing Career Education materials and activities at the school level are considered most important, particularly those for junior and senior high programs. Career job finding, survival skills and counseling activities are also considered most important.

The respondents indicated that the following activities were a part of their present programs.

|                                                        | Percent of Respondents |    |    |    |    |
|--------------------------------------------------------|------------------------|----|----|----|----|
|                                                        | 1*                     | 2  | 3  | 4  | 5  |
| 1. Stimulating community awareness of Career Education | 18                     | 11 | 7  | 17 | 9  |
| 2. Utilization of community resources                  | 37                     | 11 | 27 | 22 | 15 |
| 3. Utilization of advisory boards                      | 21                     | 11 | 13 | 22 | 15 |
| 4. Infusion of Career Education materials              |                        |    |    |    |    |
| a) at the elementary level                             | 37                     | 26 | 27 | 17 | 8  |
| b) at the junior high/middle school level              | 42                     | 11 | 40 | 11 | 8  |
| c) at the senior high level                            | 42                     | 11 | 40 | 17 | 8  |
| d) into programs for gifted                            | 2                      | -  | 27 | 6  | -  |
| e) into programs for potential dropouts                | 11                     | -  | -  | 6  | 7  |
| f) into programs for handicapped                       | -                      | -  | 7  | -  | 1  |
| 5. Infusion of Career Education activities             |                        |    |    |    |    |
| a) at the elementary level                             | 37                     | 26 | 27 | 11 | 8  |
| b) at the junior high/middle school level              | 34                     | -  | 40 | 11 | 8  |
| c) at the senior high level                            | 39                     | 11 | 40 | 17 | 8  |
| d) into programs for handicapped                       | 16                     | -  | 33 | -  | 8  |
| e) into programs for gifted                            | 3                      | -  | 7  | 6  | 8  |
| f) into programs for potential dropouts                | -                      | -  | 13 | -  | -  |
| 6. Improved individual career counseling               | 42                     | 21 | 27 | 22 | 8  |
| 7. Improved group career counseling                    | 32                     | 21 | 20 | 17 | -  |
| 8. Career information systems                          | 39                     | -  | 33 | 28 | 27 |
| 9. Career exploration programs                         | 34                     | 26 | 20 | 35 | 15 |
| 10. Computer-assisted Career Education instruction     | 3                      | -  | -  | 6  | 8  |
| 11. Simulated Work Experience                          | 21                     | 5  | 20 | 22 | 8  |
| 12. Planned Vocational Education programs              | 36                     | 5  | 20 | 28 | -  |
| 13. Field Trips                                        | 47                     | 21 | 40 | 6  | 8  |

The findings of the previous year's survey and the current survey indicate that materials development, training, financial aid, and local plan development are considered most important in the successful implementation of Career Education in the State. The findings also reveal that school district personnel are more interested in receiving assistance in implementing Career Education than they are in being exposed to more awareness activities.

Responses to the second portion of the survey, concerned with the importance of activities designed to accomplish the sub-goals, are presented below.

| Activity                                                      | Percent Indicating Important | Rank | Weighted* Ranking |
|---------------------------------------------------------------|------------------------------|------|-------------------|
| Infusion of Career Education material at senior high level    | 92.6                         | 1    | 1                 |
| Infusion of Career Education activities at senior high level  | 93.6                         | 2    | 2                 |
| Infusion of Career Education material at Junior High level    | 90.2                         | 3    | 3                 |
| Development of Job Finding Skills                             | 88.8                         | 4    | 4                 |
| Development of Job Survival Skills                            | 88.2                         | 5    | 6                 |
| Individual Career Counseling                                  | 88.2                         | 5    | 11                |
| Infusion of Career Education Activities at junior high level  | 87.2                         | 7    | 8                 |
| Infusion of Career Education activities for handicapped       | 87.2                         | 7    | 9                 |
| Development of Career Information Systems                     | 87.0                         | 9    | 15                |
| Group Career Counseling                                       | 85.6                         | 10   | 10                |
| Career Exploration                                            | 85.0                         | 11   | 13                |
| Planned Vocational Education Programs                         | 84.8                         | 12   | 14                |
| Infusion of Career Education materials for potential dropouts | 84.4                         | 13   | 5                 |
| Using Community Resources                                     | 81.6                         | 14   | 7                 |
| Infusion of Career Education activities for gifted            | 81.2                         | 15   | 12                |
| Community Awareness activities                                | 78.6                         | 16   | 16                |
| Infusion of Career Education materials for gifted students    | 74.6                         | 17   | 16                |
| Field Trips                                                   | 73.6                         | 18   | 21                |
| "Mainstreaming" Handicapped                                   | 70.6                         | 19   | 19                |
| Student placement services                                    | 70.4                         | 20   | 18                |
| Infusion of Career Education activities at elementary level   | 68.2                         | 21   | 20                |
| Simulated Work Experience                                     | 67.8                         | 22   | 23                |
| Work "shadowing"                                              | 66.4                         | 23   | 24                |
| Infusion of Career Education materials at elementary level    | 65.4                         | 24   | 22                |
| Paid Work Experience                                          | 64.0                         | 25   | 25                |
| Unpaid Work Experience                                        | 61.2                         | 26   | 26                |
| Use of Advisory Boards                                        | 58.8                         | 27   | 27                |
| Career Education for Adults                                   | 52.2                         | 28   | 28                |
| Computer-assisted Career Education instruction                | 42.4                         | 29   | 29                |

\*Ranking takes into consideration weighting for "important" and "most important" responses.



|                                                                                       | Percent of Respondents |    |    |    |    |
|---------------------------------------------------------------------------------------|------------------------|----|----|----|----|
|                                                                                       | 1*                     | 2  | 3  | 4  | 5  |
| 14. Improved "mainstreaming" techniques for Career Education programs for Handicapped | 13                     | 5  | 13 | 6  | -  |
| 15. Work Observation or "shadowing"                                                   | 29                     | 21 | 20 | 33 | 11 |
| 16. Unpaid Work Experience (for credit)                                               | 32                     | 11 | 20 | 33 | 15 |
| 17. Paid Work Experience                                                              | 32                     | 16 | 27 | 28 | 38 |
| 18. Student Placement Services                                                        | 21                     | 21 | 33 | 22 | 8  |
| 19. Developing Job Survival Skills                                                    | 37                     | -  | 1  | 32 | 8  |
| 20. Developing Job Interviewing and Job Finding Skills                                | 53                     | 11 | 40 | 33 | -  |
| 21. Career Education Programs for Adults                                              | 5                      | -  | 7  | 6  | 15 |

\*1=Career Education Coordinators (N=40), 2=Pre-service or teacher training (N=17), 3=Special Education Coordinators (N=35), 4=Vocational Education Coordinators (N=33), 5=Business/Labor (N=15).

These findings reveal:

1. Most of the in-service training being provided (53%) is in the area of developing job interviewing and finding skills. The next most prevalent in-service activity is field trips (47%), followed by improving individual career counseling skills (42%), and infusion of Career Education materials at the junior high/middle school level (43%) and senior high level (42%). The least amount of activity, insofar as Career Education Coordinators are concerned, appears to be in the area of infusion of Career Education materials for handicapped children (0%) and infusion of Career Education activities into programs for potential drop-outs (0%). The next smallest effort is being made in the areas of infusing Career Education materials and activities into programs for gifted children (3%), computer assisted Career Education instruction (3%), and career education programs for adults.
2. Most of the teacher training activity in the area of Career Education appears to be in the areas of infusing instructional materials and activities into programs at the elementary level (37%) and infusion of Career Education activities into programs for senior high students (39%) and junior high/middle school students (34%).

No pre-service training appears to be offered relative to (a) infusion of Career Education materials into programs for gifted, potential dropouts, and handicapped students (b) infusion of Career Education activities into programs for junior high/middle school, handicapped,

gifted and potential dropout students. Pre-service training in the areas of computer-assisted instruction, career information systems, developing job survival skills and Career Education programs for adults also appears to be absent.

3. Career Education activities appear to be widespread and diverse for handicapped students. Most of the activities (40%) appear to be in the following areas: infusion of materials and activities into programs for junior high/middle school and senior high students; planned vocational education programs; and development of job interviewing and finding skills. No activities are indicated in the areas of: computer-assisted Career Education instruction and infusion of Career Education materials into programs for potential dropouts. Few activities (1%) are associated with the development of job survival skills.
4. Career Education activities also appear to be included in vocational education programs. The most prevalent activities appear to be: career exploration programs (35%), work observation or "shadowing" (33%); developing job interviewing and finding skills (33%); and developing job survival skills (32%). To a lesser degree, vocational educational programs are involved in the following: infusion of Career Education activities into programs for handicapped students (0%); and activities for potential dropouts (0%); infusion of Career Education materials and activities into programs for gifted (6%); infusion of Career Education materials into programs for potential dropouts (6%); computer-assisted Career Education instruction (6%); planned vocational education programs (6%); improved "mainstreaming" of Career Education programs for handicapped children (6%); and Career Education for adults (6%).
5. Labor and industry appear to be actively involved in Career Education activities, though to a somewhat lesser degree than the other subgroups. The highest degree of involvement appears to be in the area of paid work experience (38%). The next most mentioned involvement was through career information systems (27%) followed by community resources utilization (15%) and advisory board utilization (15%).

When asked to indicate the type of in-service training being offered, most Career Education Coordinators indicated one-day workshops. However, workshops of longer duration were also mentioned.

In addition to those indicated above, specific in-service needs mentioned by respondents in answer to an open-ended question included the following:

1. Writing Career Education objectives into daily lesson plans at the elementary and secondary levels.
2. Use of resource speakers at the junior high level.
3. Use of simulation activities at the junior high level.
4. Ongoing in-service activity.

Teacher training institutions indicated the following types of pre-service activity offered by them:

1. Assignment of student teacher to cooperating teachers with Career Education exposure
2. Undergraduate awareness training for elementary education majors.
3. Conference relating "Liberal Arts" to Career Education.
4. Elementary education students exposure to Career Education alternatives.
5. Graduate courses (three hours), Theory and Practice of Career Education.
6. Career options class.
7. Aptitude testing and Career Guidance.
8. Graduate seminars for credit.
9. Elective courses for elementary education majors.
10. Practicum in Career Education.
11. Learning packets.
12. Infusion of Career Education into various courses.
13. Speakers brought to classes to address topics of Career Education.

The only additional need expressed by teacher training institutions in response to an open-ended question was for Career Education awareness courses for secondary education majors.

Special Education Coordinators indicated that most of the Career Education training received by them was through one-or two-day workshops conducted in their districts or as part of a cooperative effort. Workshops of short duration were also mentioned as the type of Career Education training received by Vocational Education Coordinators. This latter sub-group indicated additional Career Education training was needed in the following areas:

1. Inter-disciplinary approach to Career Education; sequential, non-repetitious plan (K-12).
2. Theory of Career Education.
3. Expanded knowledge of educators of the world of work.

4. Practical application of Career Education.
5. Improved coordination of Career Education and vocational education.
6. Avoiding sex stereotyping
7. Retraining of counselors.
8. Modifications of occupational perceptions.

The Business and Labor sub-group indicated that they had participated in Career Education workshops, career days, career development programs for employees, and had made presentations as indications of additional Career Education involvement.

# **HANDBOOK**

## **PLANNING, IMPLEMENTING AND EVALUATING CAREER EDUCATION IN KANSAS SCHOOLS**

**JUNE, 1978**



**Kansans  
Developing Today  
for Tomorrow  
Through Career Education**

**KANSAS STATE DEPARTMENT OF EDUCATION**



## FOREWORD

This guide should serve as a valuable resource and reference for local educational agencies as they translate Career Education from a concept to a functional and operational reality. It touches upon every phase required to develop and implement a Career Education program in school districts.

At the same time, much remains to be done before Career Education becomes an integral part of the total educational program. More information will have to be gathered; more knowledge made available and teacher preparation programs will have to change. It is hoped that efforts to accomplish these necessary tasks will be continued.

Merle R. Bolton

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## PURPOSE OF HANDBOOK

The purpose of this Handbook is to provide local educational agencies with a set of guidelines they can use to develop and/or improve their own Career Education programs with the assistance of services and resources to be made available through the implementation of the State Plan For Career Education.

The Handbook is divided within the following Developmental Stages.

- Stage I - Awareness
- Stage II - Program Planning
- Stage III- Program Implementation
- Stage IV - Program Evaluation

Each Stage is further divided into the following Steps:

### Stage I - Awareness

- Step 1: Conduct local awareness activities
- Step 2: Obtain local School Board Commitment

### Stage II - Program Planning

- Step 3: Select and organize local Advisory Council.
- Step 4: Conduct local needs assessment.
- Step 5: Establish program goals.
- Step 6: Obtain approval of goals and planning budget.
- Step 7: Select and organize ad hoc committees.
- Step 8: Identify expected student outcomes.
- Step 9: Write program objectives.
- Step 10: Identify program resources and constraints
- Step 11: Develop Evaluation Plan.
- Step 12: Present program to Board and obtain approval to pilot test.
- Step 13: Pilot test program.

### Stage III- Program Implementation

- Step 14: Prepare staff.
- Step 15: Implement program.

### Stage IV - Program Evaluation

- Step 16: Evaluate the Effectiveness of the program

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## INTRODUCTION

Career Education, as outlined in the State Plan For Career Education, is designed to assure every student in the state the opportunity to develop his/her capacities, skills, knowledge and personal attitudes in preparation for the world of work and chosen life-style.

Career Education is viewed as a developmental as well as an instructional process which fuses the world of work with chosen life-styles by preparing the learner for his/her life role(s) (e.g., member of a family, consumer, employee, employer, participant in leisure activities).<sup>1</sup>

Career Education experiences begin at childhood and continue throughout adulthood. These experiences involve four phases; awareness, exploration, preparation and specialization. Each phase usually contains the following elements: self, education, economics, work, leisure, resources and decision making. However, these components are not inclusive.

AWARENESS experiences occur primarily at the elementary (K-6) level. These experiences are designed to generate an understanding of the value of self, education, economics, work, leisure time activities, resources and decision making as they apply to the student's productive functioning at home, in school and out of school.

EXPLORATION experiences are presented at the middle school or junior high school level (7-9). These experiences permit the student to examine the elements of self, work, education, economics, leisure time activities, use of resources and decision making as they apply to possible occupational and educational choices.

PREPARATION experiences occur at the senior high school level (10-12). These experiences provide students an opportunity to prepare for entry into a broad occupational area and/or post-secondary education.

SPECIALIZED experiences are provided at the post-secondary level. These experiences provide an opportunity for the learner to obtain specialized training and skills in order to successfully enter a career in a chosen occupational field or enter a continuing educational program.

A Career Education program requires a strong career guidance program which focuses on the development of educational and work awareness, attitudes, personal strengths, potentialities, and decision-making abilities. Career Education requires cooperative efforts of all teachers as well as the involvement of parents and community resources.

CAREER EDUCATION IS NOT ANOTHER NAME FOR VOCATIONAL OR ACADEMIC EDUCATION, nor is intended to be an isolated program. It is a developmental and instructional process which is part of the entire school curriculum.<sup>2</sup>

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1. Concise definition of Career Education is contained in The State Plan For Career Education: State of Kansas, 1978.

2. Implementing Career Education In A Local Education, Salt Lake City, Utah: Utah State Board of Education, 1974.

The State Plan For Career Education developed by the Kansas State Department of Education makes provisions for assisting local educational agencies (including inter-local units) develop Career Education programs that incorporate the experiences noted above. This assistance will take many forms: financial aid, technical assistance, materials, teacher-training, etc. The Goals and Objectives of the State Plan indicate the extent of this assistance are as follows:

#### GOAL 1. AWARENESS

It is the goal of the Kansas State Board of Education and the Kansas Department of Education to increase the overall awareness of Kansas to the benefits of Career Education, and to increase support for Career Education which would lead to the adoption of a comprehensive Career Education approach in each public and private Kansas district and school.

#### PERFORMANCE OBJECTIVE

- 1.0 By the end of each school year (June 30) for the next five years, KSDE will have increased the awareness of and support for Career Education in Kansas as evidenced by an increased in the number of public and private school districts which have adopted Career Education programs.

#### PROCESS OBJECTIVES

- 1.1 By the end of each school year (June 30) for the next five years, KSDE will have prepared and disseminated to all forms of public and private media a series of informative articles and news releases on Career Education.
- 1.2 By the end of each school year (June 30) for the next five years, KSDE will have identified, developed, and disseminated effective exemplary materials (print and non-print) to communicate the concepts and benefits of career education to the general public, educators, administrators and Board Members.
- 1.3 By June 30, 1978, KSDE will have disseminated copies of the first draft of the State Plan For Career Education to key groups throughout the State of Kansas and received suggestions from these groups for use in refining, planning and implementing the Plan.
- 1.4 By June 30, 1979, KSDE will have developed and made use of a Career Education Statewide Speakers' bureau network.
- 1.5 By June 30, 1980, KSDE will have involved school districts and their patrons throughout the state in refining, planning and implementing the State Plan.

## GOAL 2. IMPLEMENTATION

It is the goal of the Kansas State Board of Education and the Kansas Department of Education to provide assistance to all Kansas schools in their efforts to implement Career Education.

### PERFORMANCE OBJECTIVE

- 2.0 By the end of each year (June 30) for the next five years, KSDE will have increased the extent to which they have assisted school districts implement Career Education as evidenced by an increase in the number of school districts who have requested and received this assistance.

### PROCESS OBJECTIVES

- 2.1 By the end of each year (June 30) for the next five years, KSDE will have worked with different school districts including post-secondary districts in Kansas until all have been assisted in the development of comprehensive Career Education plans.
- 2.2 By the end of each year (June 30) for the next five years, KSDE will have provided, to the extent possible, financial aid for the implementation of local Career Education plans.
- 2.3 By the end of each year (June 30) for the next five years, KSDE will have developed and/or assisted in the development and dissemination of guidelines for Career Education planning and implementation.
- 2.4 By the end of each year (June 30) for the next five years, KSDE will have expanded a technical information and resource center to provide easy access to Career Education materials and information.
- 2.5 By the end of each year (June 30) for the next five years, KSDE will have identified and made available to all local educational agencies experienced and technically able personnel to assist with Career Education program development.
- 2.6 By the end of each year (June 30) for the next five years, KSDE will have provided financial support for the development of Career Education demonstration programs in Kansas.
- 2.7 By the end of each year (June 30) for the next five years, KSDE will have validated the demonstration programs developed during the current or previous year.
- 2.8 By the end of each year (June 30) for the next five years, KSDE will have provided assistance to local school districts in the identification, selection and adoption/adaptation of workable Career Education instructional materials, methods and techniques.

GOAL 2. IMPLEMENTATION, Cont'd

PROCESS OBJECTIVES, Cont'd

- 2.9 By the end of each year (June 30) for the next five years, KSDE will have supported the efforts of teacher training institutions in Kansas to infuse Career Education into the preparation of all prospective teachers and administrators.
- 2.10 By the end of each year (June 30) for the next five years, KSDE will have arranged for and supported Career Education in-service training of current Career Education coordinators, classroom teachers, counselors, administrators, board members and community support personnel.
- 2.11 By the end of each year (June 30) for the next five years, KSDE will have coordinated planning, implementation and resource dissemination between all local school districts and educational agencies as well as between local districts/agencies and other national, regional, and state agencies.

## HOW TO USE THE HANDBOOK

The procedures for planning, implementing, and evaluating Career Education programs are included in the four STAGES included in this HANDBOOK. When using the HANDBOOK, it is recommended that you begin with STAGE I and use the remaining STAGES in sequence. The HANDBOOK is designed, however, so that it is necessary to select and use only those parts which meet your planning, implementation, and evaluation needs.

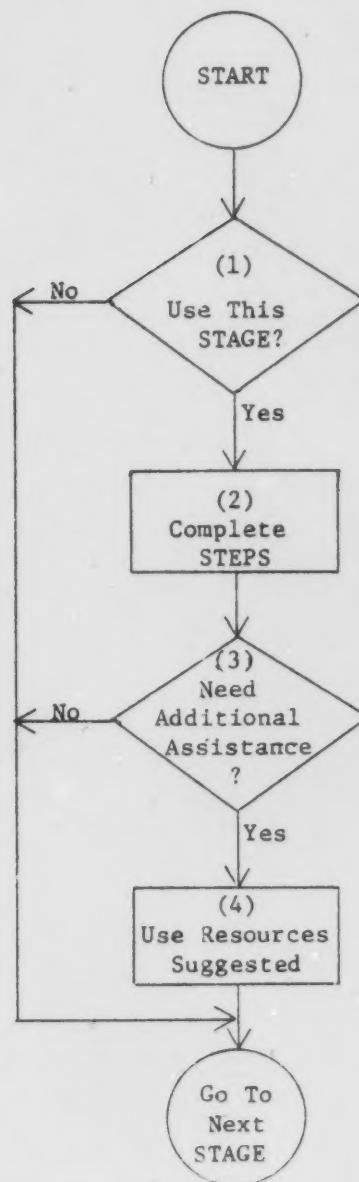
Each STAGE is divided into STEPS. Each STEP is further divided into ACTIVITIES. If you are able to complete the ACTIVITIES associated with each STEP and each STEP associated with each STAGE without the need for additional assistance, then you should proceed to the next STAGE.

However, if you are unable to complete any or all of the ACTIVITIES or STEPS, you should use the resources suggested in the ACTIVITIES.



## How To Use The STAGES

Because it is necessary to select and use only those steps that meet your planning needs, the procedure graphically represented by the flow-chart presented below should be used.



A description of this procedure follows.

The diamond shapes indicate that a decision needs to be made. The rectangles indicate tasks to be performed.

Step 1

Decide which steps are applicable to your needs.

Step 2

Your task at this point is to complete the ACTIVITIES in the sequence in which they appear and then proceed to next STEP.

Step 3

More assistance may be needed in completing one or more ACTIVITIES. At this point, if you are unable to complete the activity, you must decide if you need assistance and what type of assistance you need.

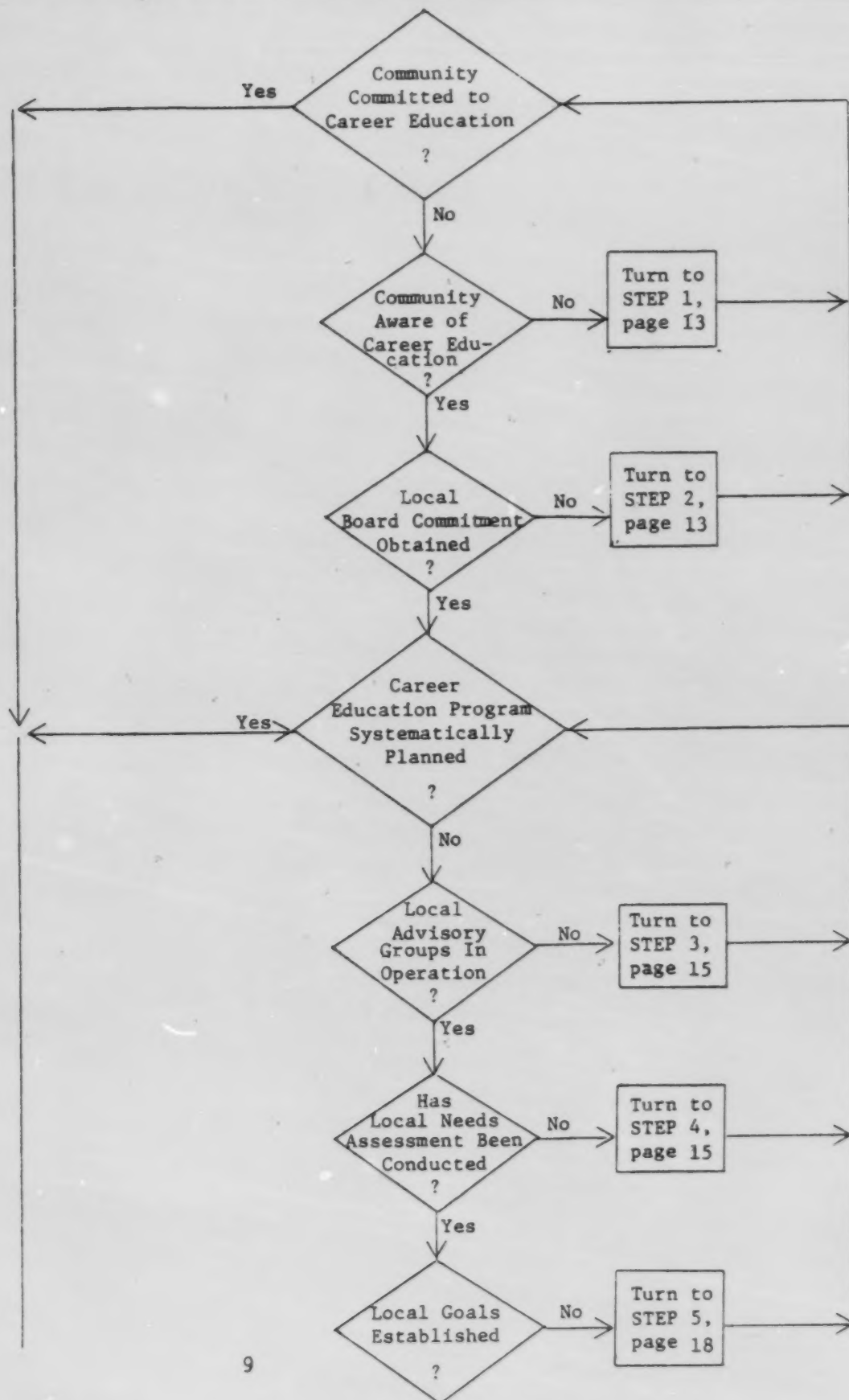
Step 4

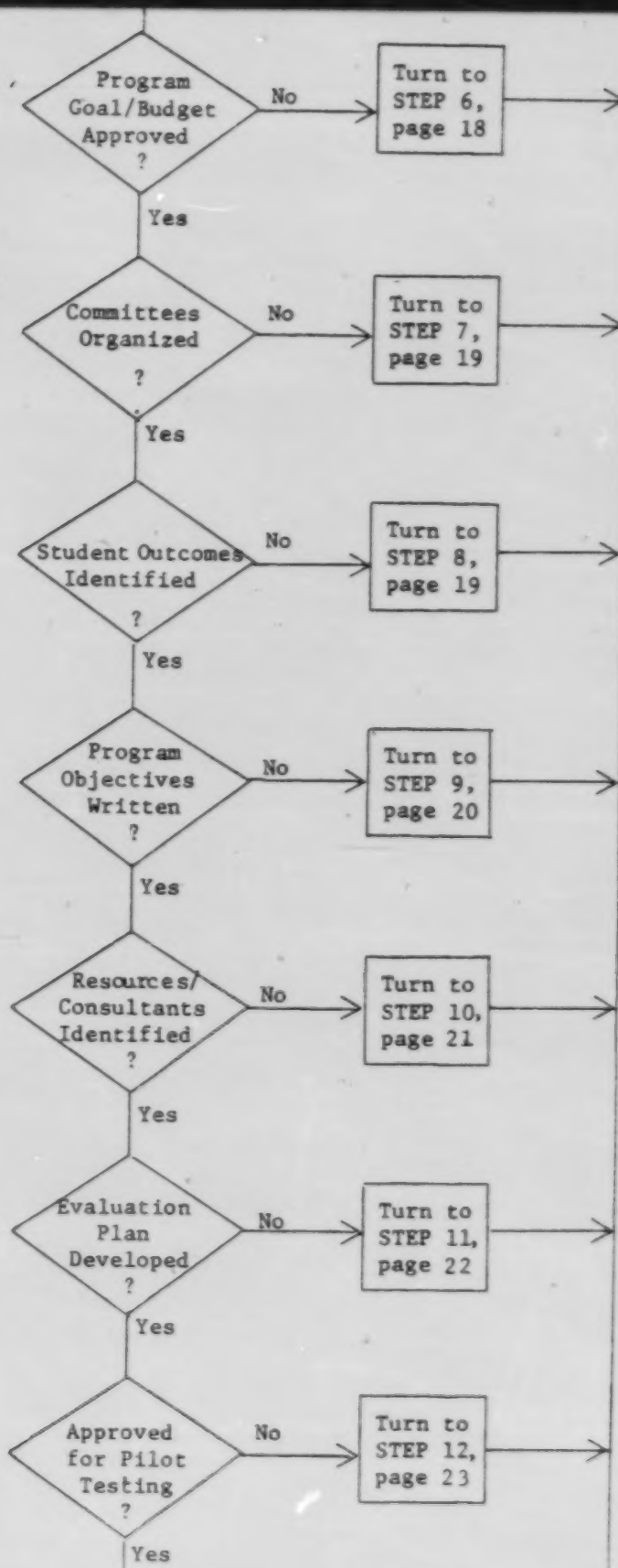
If you find you need additional resources, turn to the Appendix section of the guide or to the specific section of the Kansas State Plan for Career Education which is referred to.

When the ACTIVITIES associated with the STEP have been completed, go on to the next STEP.

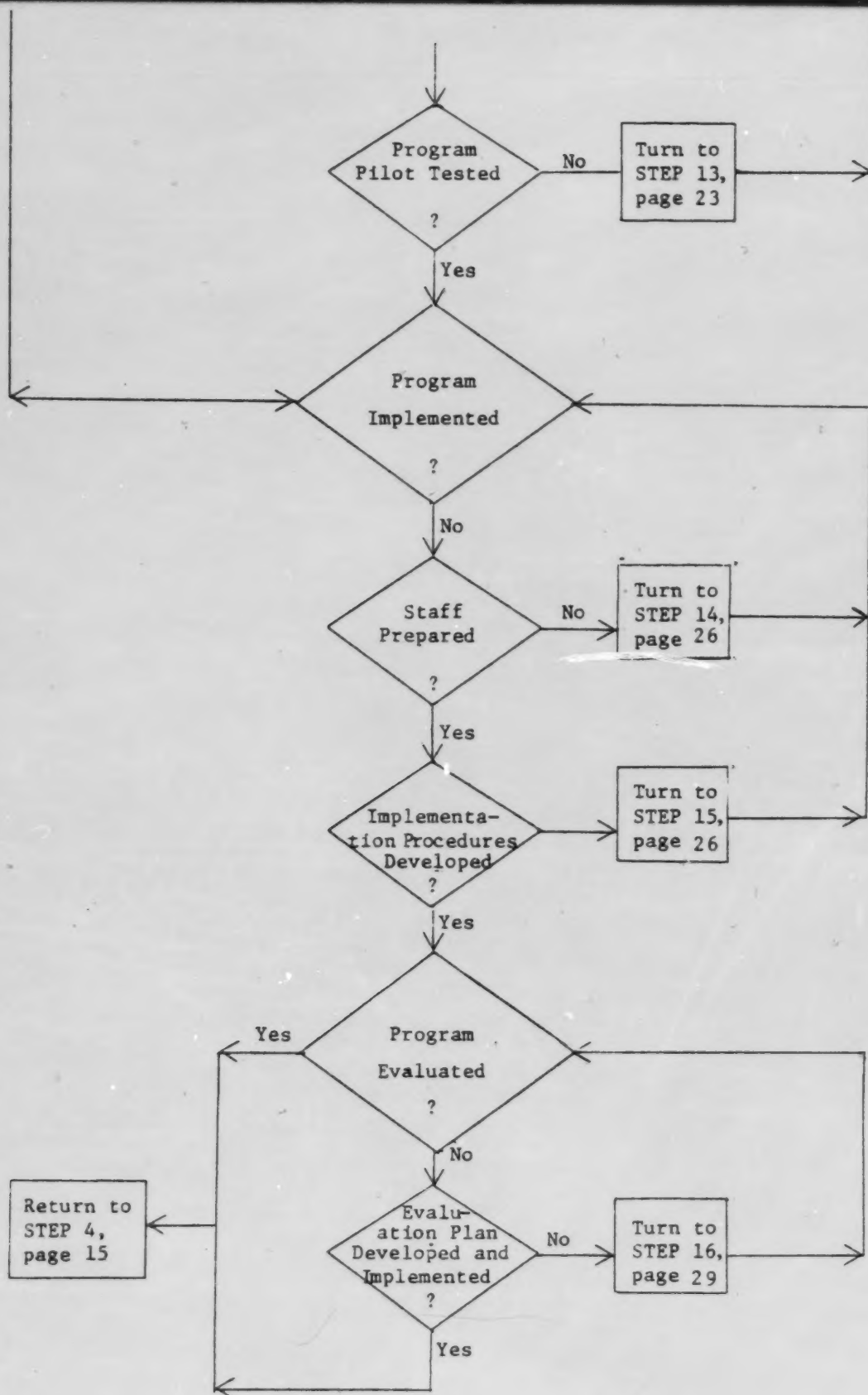
## HOW TO SELECT STAGES

Utilization of the four STAGES is graphically represented on the following pages. Each diamond shown in the illustration is a signal that a decision needs to be made. You must decide if you need to use the particular STEPS associated with this STAGE. If you feel that you do not need to use any of these STEPS, go to the next STAGE indicated by the arrow; however, if you feel you need to use one or more of the STEPS turn to the page in the HANDBOOK referred to in the rectangle to the right of the diamond.









STAGE I

AWARENESS

## STAGE I: AWARENESS

### Step 1: Conduct Local Awareness Activities

#### Activity 1.1 Introduce Career Education to School Board and Community

- 1.1a Presentation of Career Education concepts by consultants, KSDE or Career Education practioners from Career Education programs already in operation.
- 1.1b Arrange visitations by Board members to Career Education programs already in operation.
- 1.1c Encourage school board members to attend statewide Career Education meetings.
- 1.1d Identify a person or persons to be in charge of Career Education in the school.

#### Activity 1.2 Introduce Career Education to Staff

- 1.2a Presentation of Career Education concepts first to appropriate curriculum committee using technical assistance services available through KSDE.
- 1.2b Presentation of Career Education concepts to remainder of staff at teachers meetings. Presentations should be arranged by curriculum committee member. Presentations should include demonstrations by career practioners of what they are doing. Consultants provided through KSDE could also be used.
- 1.2c Obtain approval from staff for further planning.

#### Activity 1.3 Introduce Career Education to Students

(This activity should be undertaken only after activities 1.1 and 1.2 have been satisfactorily completed.)

- 1.3a Presentations, in individualized classrooms, about Career Education opportunities. Presentation can be made by outside consultants or local teachers. The level of expertise desired should serve as the criteria for making this selection.

### Step 2: Obtain Local School Board Commitment

After providing awareness activities, encourage commitment from school board to proceed with additional planning. Commitment could be in form of a statement in the minutes of a Board Meeting or memo to the Superintendent of Schools. This commitment might be obtained during the activities indicated above (1.1). LEA personnel should be prepared to present an overview of the planning activities that would be undertaken as a result of their (the Board's) approval. Contents of this Handbook could serve this function.

STAGE II

PROGRAM PLANNING

## STAGE II: PROGRAM PLANNING

### Step 3: Select and Organize Local Advisory Council

The Advisory Council should be made up of members of major groups in the community (school district) who are known to be interested in the welfare of students in the district. Included in this group may be school district administrators, school district staff representing both secondary and elementary levels as well as special education, guidance and counseling, community leaders (i.e., PTA president, etc.), business leaders (i.e., Chamber of Commerce officers, etc.), labor leaders, students and parents.

The size of this council should not exceed 15 members.

The function of the council will be to assist in the planning effort.

In establishing this group, care should be taken to make certain that each member understands that the function of the council is enforcing administrative policies and procedures. The group should be provided with materials and information on Career Education and understand its intent and purpose in the schooling process.

### Step 4: Conduct Local Needs Assessment

The purpose of this step is to collect information which can be used to determine a) what is wanted in terms of Career Education in the district at the district level, at the classroom level, and at the student level, and b) what is already taking place, insofar as Career Education is concerned, at the district level, at the classroom level and at the student level.

It should be remembered that the information obtained in this step should enable you to establish district Goals for Career Education as well as program objectives.

This step should be considered extremely important and assistance in conducting the following activities should be obtained from KSDE personnel or consultants made available by them.

#### Activity 4.1 Develop instrument (or instruments) to be used in conducting district wide survey to determine attitudes toward Career Education.

Items on instrument should enable you to determine a) how people feel about Career Education, b) what people feel ought to be included in a Career Education program, and c) what outcomes should be expected from the Career Education program (including expected student outcomes).

If your district does not have a person on staff who is familiar with developing such an instrument, you should request assistance from the Career Education Specialist (KSDE) to assist you or ask for the services of a consultant through the KEDDS or ask that personnel from Project LINK assist you.

Whatever process is used, the instrument should be developed in such a way that the responses can be ranked relative to their perceived importance.

A five point scale response category (very important, important, not important but could be included, not important, definitely not important) could be used.

Sample selection should follow acceptable procedures (i.e., sample for any group should not be less than 30, etc.). Assistance in developing sampling procedures should be requested from KSDE. Persons with experience in evaluation or testing should be familiar with such procedures. Lists of such people are available through the KEDDS resource unit in KSDE.

#### Activity 4.3 Determine Survey Procedures

The procedure possibilities include a) face-to-face interviews, b) telephone interviews, 3) combination of "a" and "b", and d) distribution of instruments via mail and inter-district

Some elements to be considered in determining the survey procedures include (a) size of sample, (b) time constraints, (c) personnel available to conduct survey, and (d) number of items on survey instrument. It is possible that such surveys may be undertaken by social studies or other high school classes.

Assistance in determining survey procedures can be obtained from one of the Career Education Specialists or other consultants available from KSDE who are familiar with evaluation and/or testing procedures.

#### Activity 4.4 Field Test Survey Instrument

Select four or five persons from the various groups in the sample to be surveyed and administer the instrument to them.

Results should be used to revise items and survey procedures where necessary.

#### Activity 4.5 Develop Time-Table for Conducting Survey

Based on the field test, establish realistic time lines for collection of data including (a) time for administration of instrument, and (b) deadline for completion of the survey.

#### Activity 4.6 Conduct Survey

#### Activity 4.7 Analyze Survey Findings

There are numerous ways this activity can be accomplished among which are a) have steering committee or an ad hoc



committee accomplish the conversion, b) establish a "team" of local educators to undertake the conversion, and c) ask KSDE to provide assistance, either directly or through the LINK project, in converting the findings.

The results of this part of the needs assessment procedure should enable you to determine what your community and student body feel Career Education programs should do for students in the district.

The next set of activities involves determining what Career Education activities are already in place.

Activity 4.8 Develop Instrument(s) to be Used.

This instrument(s) should contain items which relate to items on the first instrument. The procedure for developing most of these instrument(s) should be similar to that used in Activity 4.1.

Activity 4.9 Select Sample to be Surveyed.

The sample should include school district personnel at all grade levels, all subject matter areas including special education, vocational education, etc. as well as business and labor leaders.

Procedures used in Activity 4.2 should be used in selecting this sample.

Activity 4.10 Determine Survey Procedures

Repeat Activity 4.3

Activity 4.11 Field Test Survey Instrument

Repeat Activity 4.4

Activity 4.12 Develop Time Line For Conducting Survey

Repeat Activity 4.5

Activity 4.13 Conduct Survey

Activity 4.14 Analyze Survey Findings

Repeat Activity 4.7

Activity 4.15 Determine Career Education Needs

A comparison of the results of Activities 4.7 and 4.14 will reveal disparities between what is desired in terms of Career Education in your district and what is actually taking place. This disparity constitutes the needs your district should address in the Career Education program you develop.

The comparisons called for in this activity can be undertaken by the Advisory Council or an ad hoc committee.

Because of the importance of the activity outside assistance should be requested from KSDE.

NOTE: It should be remembered that the Needs Assessment process is continuous and needs to be repeated yearly to keep local programs current.

#### Step 5: Establish Program Goals.

##### Activity 5.1 Determine Program Goals

Once the needs have been identified, the Advisory Council and/or ad hoc committee should translate them into broad or universal expectations for Career Education (e.g., USD 725 will provide the opportunity for all students to acquire understanding of the economic environment and to solve personal and social problems through Career Education).

The number of goals established will depend on the extent of local needs. One goal statement may be designed to encompass many needs.

##### Activity 5.2 Prioritize Goals

Prioritization of goals can be accomplished in a variety of ways. One method is to base the priority of a goal on the importance placed on those activities associated with it. Another method involves distributing the goals to a select group of school and community leaders and have them rank them.

The first procedure involves less time and is based on information already obtained in the needs assessment process. This process is presented in more detail in the needs assessment section of the State Plan. If this procedure is used, the results should be distributed to a sample of educational, community, and business leaders in the district for verification.

Assistance in establishing and prioritizing goals should be obtained from KSDE, LINK, or KEDDS.

#### Step 6: Obtain Approval of Goals and Planning Budget.

At this time it is suggested that the Career Education Advisory Council inform the Board through the Superintendent of its progress and its future plans, including a tentative budget for further planning. More than likely various members of the Board will have participated in the goal setting and prioritizing and are aware of its progress. The Advisory Council should obtain the Board's approval to continue

with the remaining stages. In some districts it is probable that the Board will want to have the Career Education concept written into the school philosophy. If the school's philosophy already speaks to Career Education, then perhaps the Board will prepare and disseminate an informational article about the results of the goal setting process for patrons of the district.

#### Step 7: Select and Organize Ad Hoc Committees

Once the Board gives its approval to proceed with the program planning, the Advisory Council should select an ad hoc committee for each goal to consider further elements that should be included in the program. In selecting the ad hoc committees, the Advisory Council should capitalize on all the resources that exist in the business, industrial, and labor community as well as in the educational community. (A sample letter requesting assistance from selected ad hoc committee members is in Appendix A.) The Advisory Council members can function quite effectively as discussion leaders and/or chairpersons of these ad hoc committees.

#### Step 8: Identify Expected Student Outcomes

The first responsibility of the ad hoc committees will be to determine from the needs assessment information what student outcomes are expected, in order to achieve each goal. Of particular importance will be the identification of Career Education concepts and facets (sub-parts). A concept is defined as a general and/or basic idea. Each goal may have many concepts. A facet of a concept is a specific part which can be introduced separately or as a group to enhance concept understanding by students. A list of suggested student outcomes is included in Appendix F:

The following illustrates the development of student outcomes from a goal.

Goal: USD 725 will provide the opportunity for all students to acquire an understanding of the economic environment and to solve personal and social problems through Career Education.

Concept: Credit and Installment Buying.

Facets: 1. Inappropriate use  
2. Computation and understanding  
3. Carrying Charges - Actual Interest  
4. Advantage - Disadvantage

Student Outcome:

Grades: K-3 The student should recognize within the home unit what is available, needed, wanted, and luxurious.  
4-6 The student will be able to understand what interest is and why it is a necessary charge for using other people's money.

7-9 The student will be able to understand the management of finances: earning, spending, borrowing, and savings.

10-12 The student will be able to apply knowledge of economic responsibilities to career decisions.

The Career Education Resource and Information Specialists provided for in the State Plan will have a list of additional student outcomes which have been used in other Career Education programs throughout the state and nation which might be used here. Also see Appendix F.

#### Step 9: Write Program Objectives

The activities in this step should be conducted by local school personnel (administrators, teachers, counselors, etc.).

Two types of objectives need to be written. Performance Objectives and Process Objectives.

Performance Objectives are to develop out of the expected student outcomes which specify what the student is to be able to exhibit after being exposed to Career Education. This objective should include coverage of such items such as:

1. who will demonstrate the behavior,
2. the behavior expected,
3. the situation in which the behavior is to be observed,
4. the time factors involved,
5. the method of measurement, and
6. the proficiency level expected.

Process Objectives identify specific tasks necessary to accomplish Performance Objectives. They are sometimes referred to as Operational Objectives. A Performance Objective may have numerous Process Objectives associated with it. The objective should include the following information:

1. the person(s) responsible to see that the objective is accomplished,
2. the activity involved,
3. documentation procedures.

One Performance Objective should be written for each expected student outcome and as many Process Objectives written as are required to successfully attain each Performance Objective.

Organizationally, the relationship between Objectives and Goals could be organized (and coded) as follows:

Goal: 1.0

Performance Objective 1.1

Process Objective 1.1.1

Process Objective 1.1.2

Process Objective 1.1.3.....(n)

Performance Objective 1.2

Process Objective 1.2.1

Process Objective 1.2.2

Process Objective 1.2.3.....(n)

Following are examples of Performance and Process Objectives.

Performance Objective 1.1

After viewing television advertisements of a bank and a savings and loan association, over a period of one month, seniors in the district will be able to identify correctly which of the institutions offer greater benefits relative to: 1) interest costs, 2) penalties for withdrawal of savings, 3) protection against failure, as evidenced by the results of a questionnaire administered district-wide.

Process Objective 1.1.1

The school district will obtain a schedule of when local bank and savings and loan commercials will be aired over local television stations, as evidenced by copies retained in Central File.

Process Objective 1.1.2

All district teachers who have senior students will be provided with copies of advertisement schedules, as evidenced by knowledge receipts recorded in Central File.

Following is a list of ways the district staff might be organized for preparation of these objectives.

1. K-12 subject matter teams (this method allows vertical articulation within each discipline but no interdisciplinary articulation).
2. Grade level subject matter teams.
3. School level subject matter teams.
4. Interdisciplinary school levels teams.
5. Interdisciplinary grade level teams (the interdisciplinary method gets the different disciplines together and develops the horizontal articulation within subject areas throughout the system).

The superintendent, or his or her representative, should decide what method of staff organization is to be used to write objectives.

Step 10: Identification of Resources Need to Accomplish Objectives and Availability.

The activities associated with this step will involve determining what kind of resources are determined necessary to accomplish both Performance and Process Objectives. These resources should include the following:

1. Staff resources
  - a. professional
  - b. support (i.e., counseling, etc.)
  - c. administration and supervision



2. Physical resources
  - a. facilities
  - b. equipment
  - c. materials
3. Time (amount of time to be devoted to Career Education)
4. Financial resources
5. Staff development (pre-service, in-service)
6. Community resources

This can be accomplished by using a Resource Needs Summary Sheet form similar to the one in Appendix B to list the activities necessary to achieve each Process Objective and each activity.

After the resource needs have been listed, determine the availability of these resources. Included should be those resources to be made available through the implementation of the State Plan.

The best way to start is to determine what resources are available locally. If local resources are not sufficient, then look for other sources. Areas where resources cannot be identified should be classified as temporary constraints to full implementation of the program.

#### Step 11: Develop Evaluation Plan.

The Evaluation Plan you develop should be considered an extension of the Needs Assessment process outlined previously. It should provide information to enable you to indicate the current status of Career Education within your district.

There are many ways to prepare an Evaluation Plan. Following is one way:

##### Activity 11.1 Develop An Abstract Or Brief Overview of the Evaluation Planned for Each Goal.

This information can be presented in tabular form using the Evaluation Plan Summary documents included in Appendix C.

##### Activity 11.2 Determine How the Data is to be Collected and Analyzed.

Some data collection instruments may be developed locally. Description of the development process should be included in the plan. In the case of evaluating student outcomes, it might be necessary to select some from instruments already developed. A list of some such instruments are included in Appendix D.

##### Activity 11.3 Also included should be a monitoring format which can be presented in tabular form similar to the one included in Appendix E.

##### Activity 11.4 An evaluation calendar which lists all of the dates for carrying out the evaluation activities should also be included in the plan. The activities should be listed chronologically.



All data associated with the evaluation process should be maintained in a Central Evaluation File. This file should be organized by Performance and Process Objective within each Goal. Where needed, data should be cross-referenced in order to make related data easily accessible.

Step 12: Present Program to School Board and Obtain Approval to Pilot Test.

In order to keep the School Board informed, you should prepare a summary of your program, as it is developed up to this point, and present it at a regularly scheduled Board meeting. Of particular importance to the board will be program goals, objectives, and budget and resources to be used to implement the program. You should be certain to indicate that you would like to Pilot Test the program and indicate how you intend doing so; including how you intend using resources available from KSDE for this purpose.

Step 13: Pilot Test Program.

The next step in the logical sequence of planning a Career Education program is to pilot the district's planned program within a small portion of the district to test for any problem areas that might arise under actual implementation. Some districts may prefer to skip this step and go on the Stage III: Actual Implementation. If a district is small enough and has been able to utilize most of its staff, students, and local business, industrial, and labor people in the planning of Career Education, then it is possible that the difficulties encountered in the implementation phase can be confronted and solved as they occur. Because the planning procedure often overlooks problems that arise when the staff attempts to implement Career Education, some sort of feedback system is needed to inform those in charge about the problems so they can be analyzed and solved.

Activity 13.1 Conduct In-service for Staff.

There are five circumstances that can cause the staff to make little effort and progress in the implementation of Career Education.

- a. Lack of understanding about Career Education.
- b. Varying degrees of staff skills and expertise needed to implement Career Education.
- c. Unavailability of required instructional materials.
- d. Incompatibility of the school's organizational arrangements for Career Education.
- e. Lack of knowledge of community resources.

Since the administration is committed to Career Education, circumstances c and d are probably taken care of by this time. Circumstances a, b, and e can be eliminated through good in-service sessions for the staff; these sessions are not faculty meetings, but sessions that provide an atmosphere which invites and allows the staff to speak freely.

In Step 1 of Stage I, the staff was introduced to the concept of

Career Education. At that period in the development of Career Education, the staff obtained some sort of idea about the process, but not particularly the role each teacher would have to fulfill in the process. To ensure that each staff member understands the process of Career Education and his or her place in it, outside resources (KSDE, consultants, LINK) need to provide in-service sessions, which inform the staff of what is expected of each member.

The sessions should not consist of handing out printed material for the staff to read and comprehend; more involvement of the staff is required to understand each member's involvement and expectation. It is essential that the types of teaching that the staff would need to modify or adopt to be able to implement Career Education be identified, demonstrated, and simulated for the teacher at each level.

The outside resources should continue the in-service one step further. The staff should be instructed in the skills and expertise needed to perform in the Career Education role, particularly those skills teachers need in order to be able to implement Career Education in individual classrooms. This could be accomplished through such methods as: simulation, role-playing, and visiting or viewing films of classrooms being conducted according to the new teacher role in the Career Education process.

#### Activity 13.2 Infuse Pilot Program Into Curricula.

After the staff has become informed about Career Education, the superintendent, or his or her representative, should continue to dispel as many concerns of the staff as possible. The value of a Pilot Program is that the superintendent can initiate the process with those teachers who are truly enthusiastic about it. Once volunteer staff members who are willing to try Career Education are obtained and the writing of instructional objectives for each class or level is completed, Career Education is ready to be implemented in the district on a partial basis.

#### Activity 13.3 Modify Planned Program.

Throughout Activity 13.2 the superintendent, or his or her representative, should establish a type of feedback system. Whenever a teacher encounters a problem, regardless of its nature, he or she should note it and then relate it to the others in the program at the next meeting of those who are involved with the Pilot Program. It is suggested that all problems be listed as they occur, because of the drawback in asking people to remember their experiences three or six months earlier.

At the end of the trial period, those staff members who have been involved in the trial implementation should put an informal report together to enlighten those who will be a part of the process in the actual implementation. The superintendent should encourage this involvement. Elimination of any problems the pilot group encountered will ensure a smoother and easier implementation of the Career Education process in the district.

STAGE III

PROGRAM IMPLEMENTATION

### STAGE III: PROGRAM IMPLEMENTATION

Thus far, the whole staff has been aware of Career Education; some staff members have been actively involved in all aspects of the evolution of the Career Education program. It is at this point, the Actual Implementation Phase, that the Career Education program is turned over to the staff. The writing of the activities and strategies for achieving those objectives is the responsibility of the staff.

#### Step 14: Conduct In-service For Staff

If Activity 13.1 of Stage II: Pilot Program was done, the in-service for this phase would be in the nature of review. If Activity 13.1 was skipped, then the in-service at this point should be rather comprehensive. In-service should include instruction and demonstration of what Career Education is and of how it infuses into the curricula. It also should include actual participation in the skills needed and materials available to implement Career Education in the grade or level taught by each teacher.

It is possible that the school administrator would prefer to have consultants hold the in-service sessions for his or her staff. Whoever the consultants are -- State Department of Education, university, commercial, or recognized successful practitioners -- they should be aware of the district, its resources (people, places, and things), and the success of the implementation of the district's Career Education program thus far. If the district pilot tested this program, the staff involved in that phase could be used as a part of the in-service team.

In-service training is provided for in the State Plan through the services of an outside contractor. Your school officials should, early in the planning, contact this contractor to involve them in preparing for and conducting the in-service training you need.

#### Step 15: Implement Program

As noted before in this phase, the implementation of Career Education is the responsibility of the staff. Once the Actual Implementation Phase has begun, it is important that adequate support is available to the staff. Some various forms of support are as follows:

- a. Periodic classroom visits by district facilitators, outside consultants, etc.;
- b. A system for coordinating activities, such as field trips, outside speakers, and special events;
- c. Clearinghouse system to update listings of available materials and community resources;
- d. Internal newsletter for sharing ideas, new developments, activities, and concerns;
- e. On-going professional development experiences such as regional and state conferences, national conventions;
- f. Staff meeting time devoted to problem solving and progress reports, and

g. Community public relations.

Community public relations is very important for effective implementation of Career Education. Since Career Education involves the total school and community, information about Career Education must reach the following groups through some type of communication: students, parents, school staff, labor unions, business and industry, and civic groups. Effective communication with these groups facilitates the implementation of Career Education as well as allows for feedback of both assistance and suggestions for program development.

The types of communication available vary from community to community. The following media are probably available to most districts: school newsletter, local newspaper, radio, and television.



STAGE IV

EVALUATION

## STAGE IV: EVALUATION

The evaluation process should involve the application of the Evaluation Plan developed in Step 11.

### Step 16: Evaluate The Effectiveness of Program

The major thrust of evaluation should be conducted by people involved in the planning and implementing of Career Education since they are ultimately responsible for implementing the revisions. Self-evaluation is not an easy accomplishment because objectivity is essential yet difficult to maintain when personal feelings are involved. Staff disposition and competency to evaluate the program have to be developed. Thus, many superintendents will probably prefer to contract third-party evaluation services to obtain an unbiased estimate of the Career Education program for the first cycle of evaluation.

Regardless of who evaluates the Career Education program, there are several aspects of the program that should be explained. If a superintendent contracts third party services, then he or she should expect the evaluation report to cover the same aspects of the program as was originally agreed upon.

#### Activity 16.1 Prepare a Review of The Program.

The review should address the background of the program and how it got started, program goals and objectives, staff and student participation, major program activities, and amount and sources of funds.

It is suggested that in some situations the subject of the evaluation should be defined in terms of a particular funding source or combination of funding sources. For example, if a district is supporting Career Education through funds received from a federal grant, state Career Education funds, and local revenues, it may be necessary to include all activities regardless of funding sources.

The review should inform any professional or lay reader of whether the entire school system or portions of the system is to be included in the evaluation. Within that context, the reader then should be able to understand whether all efforts which might be considered as contributing to outcomes of students associated with Career Education are to be reviewed in the evaluation or whether only selected efforts are to be included. The basis for making that selection should be clear.

#### Activity 16.2 Collection of Information.

The Evaluation Plan Summaries you have prepared for your Evaluation Plan will indicate the instruments you intend using to collect information to determine to what extent the Goals and Objectives were achieved.

If your Evaluation Plan requires that you measure change in student performance, then you will probably want to test students at the beginning of the school year and again at the end. In order to ensure that you are measuring the same elements both times, the tests should be comparable. Most commercial publishers have different forms of the same test specifically for such purposes. However, if different forms are not available, using the same form is not unacceptable, provided you indicate in your Evaluation Plan that you intend doing this.

A list of some commercial test appears in Appendix D. Information on additional instruments can be obtained from the Career Education Information System (KCIS) at KSDE. If you chose to develop your own instruments to measure change or other student outcomes, it should be understood that the process is complex, requiring an enormous amount of time.

You may not want to administer the instruments to all of the students in your district. Therefore, you should consider using acceptable sampling procedures.

1. When the number to be tested is less than a consensus, random selection is necessary if the results are to be generalized.
2. Confidence levels and therefore sample sizes can vary based upon practical or administrative considerations. The larger the sample, the better the confidence level.

Sampling is a very sophisticated problem requiring the expertise of a statistician. If no member of the district's staff has sufficient background in this area, an outside consultant should be engaged in the sampling aspect of evaluation. This person can be obtained through the Career Education Resource System at KSDE.

To facilitate the collection of information associated with the operation of the program (Process Objectives), a series of Activity Completion sheets should be developed. When an activity has been completed a note should be made of this fact on the sheet as well as the date the activity was completed, who completed it, and where evidence that the activity has been completed can be found. The Evaluation Monitoring Format in Appendix E could be used for this purpose.

All information should be organized into folders so that your evaluator can go to one source to find information to determine whether or not an objective has been accomplished. If support information is located elsewhere, a note should be included in this folder indicating where it is.

#### Activity 16.3 Administration of Instruments to Measure Student Outcomes.

This activity has been isolated because it constitutes one of the most abused areas in the evaluation process. To insure that you have reliable information, you should see to it that the administration of all instruments to students

is conducted in the same manner and under the same or similar conditions. It would also be helpful if they could all be administered at the same time; however, unless the instruments you use are standardized instruments and you are going to compare the results with some type of national or state norm, you need not be too concerned that all pre-tests are administered on the same day and all post-tests administered on the same day. Collection should not vary more than a week.

#### Activity 16.4 Analysis of Information.

After the completion of the data collection, some sort of statistical or non-statistical method should be employed to analyze certain data. This can best be determined by how the data are to be used to answer the evaluation questions. If the data are to be used simply to document the presence or absence of some attribute--e.g., the participation in the Career Education program--accounting or non-statistical method is adequate. If, however, the analysis requires determining whether or not the post-measure of an attribute is significantly different from its pre-measure, statistical measures should be employed.

A further consideration before collecting and analyzing the data is determining whether or not the reference point--the point of comparison--is norm- or criterion-based. For norm-referenced data, the program data are compared to a standardized normative value--grade equivalent or age equivalent. Because standardized tests are often used to measure program outcomes, a word of caution is essential here. Norm-referenced instruments frequently miss the objectives of a program because the measure lacks discreteness to measure the specificity that the program is attempting to obtain.

When an instrument can be considered to be a precise measure of an objective, it can be criterion-referenced. This means that the participants in the program are to reach a particular level, stage, or criterion in order to establish that the objective has been achieved. While either standardized tests or especially developed instruments can be used as criterion-referenced measures, standardized tests are often insufficiently specific or non-existent for measuring some criteria.

#### Activity 16.5 Prepare Report of Results.

It is best to assume that a wide range of persons will want to read the evaluation report. The report should be organized so that it can be easily interpreted by everyone who will want access to it. In many cases this may mean special summaries prepared for persons who do not want to know all the details of the methodology. For example, individuals at the operating level (teachers and counselors) require specific information on each student (individual data) while policymakers at the school board level need more general information (aggregate data).

Activity 16.6 Revise Program.

The evaluation report should be analyzed by the Advisory Council and local district ad hoc committees for the purpose of determining what changes are needed. The total development process is recycled to Step 9 if changes are needed in the objectives or to Stage III if no changes are necessary.



APPENDICES

APPENDIX A

Dear

Your name has been suggested as a possible candidate to serve on the \_\_\_\_\_ Career Education Committee.

The major function of the committee will be to assist the administration and staff to plan and implement a Career Education Program for the youth of our district.

Career Education is a developing and instructional process which fuses learning with the world of work and life by preparing the learner for his/her life roles; family, citizen, consumer, occupation, and leisure.

If you are able and willing to serve on the Career Education Steering Committee, please let me know by \_\_\_\_\_.

We envision, at this time, that the steering committee's work will last the entire school year.

We look forward to working closely with you in this exciting endeavor.

Sincerely,

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## RESOURCE NEEDS SUMMARY SHEETS

Process Objective No. \_\_\_\_\_

| Activity | Staff Resources | Physical Resources | Time Needs | Financial Resources | Staff Development | Community Resources |
|----------|-----------------|--------------------|------------|---------------------|-------------------|---------------------|
|          |                 |                    |            |                     |                   |                     |

## EVALUATION PLAN SUMMARY: PERFORMANCE

## Measurement, Data Collection, and Analysis Procedures

| Performance Objectives | Instrument | Dates For<br>Gathering<br>Data | Measurement<br>Dates | Analysis<br>Technique | Reporting<br>Date(s) | Person(s)<br>Responsible |
|------------------------|------------|--------------------------------|----------------------|-----------------------|----------------------|--------------------------|
|                        |            |                                |                      |                       |                      |                          |

# EVALUATION PLAN SUMMARY: PROCESS

## Measurement, Data Collection, and Analysis Procedures

| Process Objectives | Instrument for gathering data | Dates for gathering data | Analysis Technique | Reporting Date(s) | Person(s) Responsible |
|--------------------|-------------------------------|--------------------------|--------------------|-------------------|-----------------------|
|                    |                               |                          |                    |                   |                       |



# APPENDIX D

## ASSESSMENT AND EVALUATION INSTRUMENTS

|                       |                                                                                                                                                         |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Test                  | Assessment of Career Development                                                                                                                        |
| Authority             | Prediger, Roth, Westbrook                                                                                                                               |
| Level of Grade        | 8-11                                                                                                                                                    |
| Description           | Subscore 1: Occup. Charac.<br>Subscore 2: Occup. Require.<br>Subscore 3: Exp. Occ. Exp.<br>Subscore 4: Car. Plan. Know.<br>Subscore 5: Car. Plan Invol. |
| Administrative Format | Written                                                                                                                                                 |
| Administrative Time   | 125 minutes (3 sessions)                                                                                                                                |
| Price                 | Test booklets: 35=\$13.95; Answer sheets: 35=\$3.75                                                                                                     |
| Remarks               | Cannot be scored locally except by special arrangement.<br>Should not be used below 8th grade.                                                          |
| Test                  | Career Development Inventory                                                                                                                            |
| Authority             | Super, Bohn Jr., Forrest, Jordaan, Lindeman, Thompson                                                                                                   |
| Level of Grade        | 8-12                                                                                                                                                    |
| Description           | Scale A - Plan. Orientation<br>Scale B - Resources for explor.<br>Scale C - Information and Decision Making                                             |
| Administrative Format | Written                                                                                                                                                 |
| Administrative Time   | 30 minutes (1 session)                                                                                                                                  |
| Price                 | \$2.50/test packet                                                                                                                                      |
| Remarks               | Can be scored locally or commercially                                                                                                                   |
| Test                  | Career Education Needs Assessment                                                                                                                       |
| Authority             | Blome and Rask                                                                                                                                          |
| Level of Grade        | Teach/Admin.; K-3; 406; 7-12                                                                                                                            |
| Description           | Instrument collects data which provides information for planning a career education program                                                             |
| Administrative Format | Teach/Admin. - written; K-3 - oral; 4-6 - written; 7-12 - written                                                                                       |
| Administrative Time   | Admin. time is approximately 60 minutes                                                                                                                 |
| Price                 | Each section: package of 25-\$10                                                                                                                        |
| Remarks               | Tests can be hand-scored locally.                                                                                                                       |
| Test                  | Career Maturity Inventory                                                                                                                               |
| Authority             | Crites                                                                                                                                                  |
| Level of Grade        | 7-12                                                                                                                                                    |
| Description           | Attitude appraisal as to self, information on occupation, goal selection planning, and problem solving                                                  |
| Administrative Format | Written - for those not reading at 6th grade level, may administer orally                                                                               |
| Administrative Time   | 150 minutes                                                                                                                                             |
| Price                 | Test booklets: 35-\$20; Answer sheets: 35-\$4                                                                                                           |
| Remarks               | Can be scored locally or commercially                                                                                                                   |

|                       |                                                                                                                      |
|-----------------------|----------------------------------------------------------------------------------------------------------------------|
| Test                  | Cognitive Questionnaire for Career                                                                                   |
| Authority             | Staff. Minn. Research Coord. Unit for Vocational Education                                                           |
| Level of Grade        | 1-3; 4-6; 7-9                                                                                                        |
| Description           | 1-3 - items read to student by teacher; 4-6 - student reads/responds to items; 7-9 - student reads/responds to items |
| Administrative Format | -----                                                                                                                |
| Administrative Time   | 30-45 minutes                                                                                                        |
| Price                 | K-3; booklet which tests 10=\$3; 4-6: 1 booklet - \$.50; 7-9: 1 booklet=\$.50; Manual=\$1; Specimen Sets=\$4         |
| Remarks               | Hand scoring or optical scoring. Test measures of occup. information                                                 |

|                       |                                                |
|-----------------------|------------------------------------------------|
| Test                  | Comprehensive Career Assessment Scales         |
| Authority             | Jackson and Goulding                           |
| Level of Grade        | 3-7; 8-12; Teacher                             |
| Description           | Needs assessment and Curriculum Planning tools |
| Administrative Format | -----                                          |
| Administrative Time   | -----                                          |
| Price                 | Test booklets: 75=\$1.95                       |
| Remarks               | Scoring key                                    |

|                       |                                                                                 |
|-----------------------|---------------------------------------------------------------------------------|
| Test                  | Coopersmith Self Esteem Inventory                                               |
| Authority             | Coopersmith                                                                     |
| Level of Grade        | Age 9-Adults                                                                    |
| Description           | Form C was designed for older groups. Form B is a short form revision of Form A |
| Administrative Format | Subjects read items and check resp. either "like me" or "unlike me".            |
| Administrative Time   | Form A: approx. 12 minutes. B and C: approx. 6 minutes                          |
| Price                 | SEI Form A: \$30/100; SEI Form B and C: \$28/100; Scoring keys: \$1 each        |
| Remarks               | Hand scoring. Test measures self esteem                                         |

|                       |                                                                                                      |
|-----------------------|------------------------------------------------------------------------------------------------------|
| Test                  | Differential Aptitude Tests                                                                          |
| Authority             | Bennett, Seashore, Wesman                                                                            |
| Level of Grade        | 8-12                                                                                                 |
| Description           | Career Planning                                                                                      |
| Administrative Format | Written                                                                                              |
| Administrative Time   | 235 minutes                                                                                          |
| Price                 | Test booklets: 25=\$18.50; Answer Sheets: 50(IBM)/op Scan)=\$12.50; 60(NCR)=\$11                     |
| Remarks               | Can be scored locally/or commercially. The attitude scale formulated on an individual student basis. |

|                       |                                                                                                 |
|-----------------------|-------------------------------------------------------------------------------------------------|
| Test                  | Employment Readiness Scale                                                                      |
| Authority             | Dept. of Counseling and Human Dev. Ser., U. of Georgia                                          |
| Level of Grade        | Adults and those seeking or having regular employment. High school seniors.                     |
| Description           | Test measures one's readiness for employment                                                    |
| Administrative Format | Self-administered                                                                               |
| Administrative Time   | 10-15 minutes                                                                                   |
| Price                 | Copyright has been granted to author                                                            |
| Remarks               | Hand scoring. Measures one's readiness for employment by looking at one's work upon graduation. |

|                       |                                                                                                                                                                                                                        |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Test                  | How I See Myself                                                                                                                                                                                                       |
| Authority             | Gordon                                                                                                                                                                                                                 |
| Level of Grade        | 3-12                                                                                                                                                                                                                   |
| Description           | Test measures self-esteem                                                                                                                                                                                              |
| Administrative Format | Elementary and secondary forms. Should read separately for younger students.                                                                                                                                           |
| Administrative Time   | Untimed                                                                                                                                                                                                                |
| Price                 | Tests: \$.05; Manual: \$1                                                                                                                                                                                              |
| Remarks               | Handscoring or commercial scoring. This test gets at measures of self-esteem.                                                                                                                                          |
| <hr/>                 |                                                                                                                                                                                                                        |
| Test                  | New Mexico Career Education Test Series                                                                                                                                                                                |
| Authority             | Healy, Klien                                                                                                                                                                                                           |
| Level of Grade        | 9-12                                                                                                                                                                                                                   |
| Description           | Career planning                                                                                                                                                                                                        |
| Administrative Format | Written                                                                                                                                                                                                                |
| Administrative Time   | -----                                                                                                                                                                                                                  |
| Price                 | Test booklet: 36/\$8.50 - 100/\$22.50; Answer sheets: 35/\$2 - 100/\$4.50; Scoring sencil: \$1 each                                                                                                                    |
| Remarks               | Machine or hand scored. Test consists of five different subtests: Career Development Test, Career Oriented Activities Checklist, Knowledge of Occupations Test, Job Application Procedures Test, Career Planning Test. |
| <hr/>                 |                                                                                                                                                                                                                        |
| Test                  | Orientation to Career Concepts Series                                                                                                                                                                                  |
| Authority             | Fulton, Tolsma                                                                                                                                                                                                         |
| Level of Grade        | Designed for 408, though many tests can be used through 12                                                                                                                                                             |
| Description           | Battery of 10, 20-item tests. Each item has a 5 multiple choice alternative. Students below grade 7 may run into reading problems.                                                                                     |
| Administrative Format | Self-administered, but students below grade 7 may have administrator read to them.                                                                                                                                     |
| Administrative Time   | 3 hours for battery or 10 subtests; any one subject time form 10-30 minutes.                                                                                                                                           |
| Price                 | Packages of 35: \$6.50 for each of the 10 subtests. Any combination of 2 tests \$11. Total series (in package of 35): \$36.                                                                                            |
| Remarks               | Scoring by hand or machine services provided by Evaluative Research Associates.                                                                                                                                        |
| <hr/>                 |                                                                                                                                                                                                                        |
| Test                  | Self-Observation Scales                                                                                                                                                                                                |
| Authority             | Stenner, Katzenmeyer                                                                                                                                                                                                   |
| Level of Grade        | K-3; 4-6                                                                                                                                                                                                               |
| Description           | K-3 measures: self acceptance, social maturity, school affiliation, self security, achievement motivation.<br>4-6 measures all of the above plus social confidence, teacher affiliation, peer affiliation.             |
| Administrative Format | Written                                                                                                                                                                                                                |
| Administrative Time   | 20-25 minutes                                                                                                                                                                                                          |
| Price                 | Test booklets and answer sheets: package of 30=\$35.                                                                                                                                                                   |
| Remarks               | Cannot be scored locally.                                                                                                                                                                                              |

|                       |                                                                                                                           |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------|
| Test                  | The Piers-Harris Children's Self Concept Scale                                                                            |
| Authority             | Piers, Harris                                                                                                             |
| Level of Grade        | 3-12                                                                                                                      |
| Description           | Test measures self-esteem.                                                                                                |
| Administrative Format | 80, first person declarative statements which are answered "yes" or "no".                                                 |
| Administrative Time   | 15-20 minutes                                                                                                             |
| Price                 | Tests: \$.20 each. Scoring Key: \$.50 each. Manual \$1                                                                    |
| Remarks               | Hand scored with scoring key.                                                                                             |
| <hr/>                 |                                                                                                                           |
| Test                  | Youth Inventory                                                                                                           |
| Authority             | Remmers, Shimberg                                                                                                         |
| Level of Grade        | 7-12                                                                                                                      |
| Description           | Measures self-esteem, career awareness, and career attitudes.                                                             |
| Administrative Format | Written; students read statement and check box.                                                                           |
| Administrative Time   | 30-35 minutes                                                                                                             |
| Price                 | Test booklets of 35=\$5.90 (\$7.30 depending on volume).<br>Answer sheet: \$7 package of 50. General Manual \$2 per copy. |
| Remarks               | Hand or machine scored.                                                                                                   |

## APPENDIX E

## EVALUATION MONITORING FORMAT

[illegible]

## APPENDIX F

### CAREER EDUCATION SUGGESTED BASIC STUDENT OUTCOMES FOR DIFFERENT LEVELS OF EDUCATION

Prepared for KSDE by Pat Garzello and Hazel Rockhold (1976)

#### K-3 (Primary)

##### Ability to:

- P1. Demonstrate behavioral patterns of trust.
- P2. Identify rights and responsibilities at home and in and out of school.
- P3. Examine self-worth as it relates to individuals and groups.
- P4. Demonstrate behavioral patterns which enhance achievement of individual goals.
- P5. Assess own capabilities and limitations.
- P6. Recognize how and why decisions are made.
- P7. Interpret and analyze (orally and/or in writing) the consequences of personal decision-making.
- P8. Identify the various components of the decision-making process.
- P9. Identify various educational roles operational in the school, home, and community.
- P10. Describe similarities and differences between home, school, and community roles.
- P11. Demonstrate the use of academic skills in achieving desired goals.
- P12. Know the jobs of home, school, and community personnel.
- P13. Describe how home and school jobs relate to community functions.
- P14. Describe how various jobs, paid and non-paid, sustain the community.
- P15. Communicate (orally and/or in writing) needs, wants, and desires.
- P16. Know the relationship between exchange of goods and services.
- P17. Describe how our money exchange system works.
- P18. Explain what the term "profit" means.
- P19. Describe how "profit" is determined and applied in the American economic system.



- P20. Describe how economic factors influence living conditions.
- P21. Describe the role business, labor and industry have in a free society.
- P22. Describe the relationship between economic growth and family goals.
- P23. Identify different tools for different careers.
- P24. Share and cooperate with others to complete assigned tasks.
- P25. Define roles, accept directions and take responsibility.
- P26. Operationalize styles of interaction which enhance individual and/or group goals.

#### 4-6 (Elementary)

##### Ability to:

- E1. Evaluate self characteristics in terms of occupational clusters.
- E2. Describe how wages earned affect the home environment.
- E3. Analyze worker roles.
- E4. Identify feelings and attitudes about the relationship between occupations and personal growth and development.
- E5. Identify the rights and responsibilities of various workers.
- E6. Demonstrate a skill from each of the U.S.O.E.'s fifteen job clusters.
- E7. Demonstrate mastery of educational skills.
- E8. Identify the strengths of own aptitude.
- E9. Assume responsibility for own action.
- E10. Demonstrate adjustment to work rules.
- E11. Recognize values and attributes needed for the world of work.
- E12. Identify the elements of decision-making.
- E13. Distinguish alternatives available to oneself as a consumer.
- E14. Recognize the need for goals in making decisions about life-style patterns.
- E15. Apply the decision-making process to personal, school, social, home and community problems.
- E16. Assess awareness of individual strengths and weaknesses.

- E17. Evaluate the relationship between the role of the individual, his/her environment and the roles of selected adults.
- E18. Evaluate the relationship between people and their ability to complete an assigned task.
- E19. Describe how the law of supply and demand affects the American economic system.
- E20. Identify those factors and conditions which create an interdependent society.
- E21. Identify sources of consumer information.
- E22. Identify environmental factors which influence our economy and the economy of other countries.
- E23. Describe what the term "financial planning" means.
- E24. Describe what the term "money management" means.
- E25. Identify consumer behaviors.
- E26. Group cluster jobs according to similarity of job performance.
- E27. Describe the impact of career clusters on life-styles.
- E28. Master the use of tools for measurement.
- E29. Identify the tools and processes of research.
- E30. Resolve personal conflicts between individual and group goals.
- E31. Recognize work activities which give high satisfaction.
- E32. Expand interests.
- E33. Identify factors that influence the work environment.
- E34. Assume responsibility for career planning.
- E35. Recognize that there is a wide variety of occupations which may be classified in several ways.
- E36. Identify rewards for leisure activities.
- E37. Evaluate the importance of leisure-time enjoyment as it relates to one's personal life.
- E38. Identify how values and attitudes relate to choice of leisure activity.
- E39. Examine hobbies in relation to personal avocations or money-making skills.
- E40. Identify various career resources.

### 7-9 (Secondary)

#### Ability to:

- S1. Describe the impact of work on one's life-style.
- S2. Relate personal attitudes to specific job clusters.
- S3. Conceptualize the importance of careers to the orderly functioning of society.
- S4. Evaluate the effects of alternatives to specific problems.
- S5. Apply the decision-making process to the study of various careers.
- S6. Analyze and refine previous career decisions based on counseling, work experience and all available information.
- S7. Recognize and identify some of the individual and environmental factors which influence career development.
- S8. Explore occupational possibilities in light of self-knowledge.
- S9. Organize and budget time appropriately.
- S10. Demonstrate decision-making skills.
- S11. Conduct a self-evaluation.
- S12. Compare and contrast different value systems.
- S13. Apply basic educational, manipulative and cognitive skills in performing various simulated work activities.
- S14. Explore occupational clusters.
- S15. Describe how education and work are inter-related.
- S16. Describe the prerequisite skills required for entrance into various occupations.
- S17. Recognize the personal and social significance that work has in the lives of individuals.
- S18. Demonstrate involvement in leisure activities that develop mental and physical dexterity.
- S19. Describe the relationship between the use of leisure time and individual needs.
- S20. Explore personal values as they relate to leisure activity.
- S21. Relate hobbies, games, and activities to self-knowledge.

- S22. Relate management in decision-making to wise use of leisure time.
- S23. Analyze and evaluate resources in relation to career aspirations.
- S24. Identify various components (factors) which influence life-style patterns (past, present and future).
- S25. Identify values and how they affect life-style patterns.
- S26. Adopt a set of values which govern exploration of careers.
- S27. Apply the principles of financial management.
- S28. Estimate the cost of entering certain career fields.
- S29. Relate the cost of career preparation to future expected income.
- S30. Demonstrate the use of various business "tools".
- S31. Describe the product quality process.
- S32. Describe the function and purpose of advertising.
- S33. Interpret the laws which protect consumers.

#### 10-12 (Secondary)

##### Ability to:

- S34. Examine attitudes and values in making career commitments.
- S35. Analyze career and life-style patterns as they relate to personal goals.
- S36. Integrate career and life-style options into societal expectations.
- S37. Identify personal strengths in order to form occupational preferences.
- S38. Evaluate the influences of many factors (peers, school, family, etc.) on career development and preparation.
- S39. Assess own qualities and skills in relation to employment factors.
- S40. Recognize how desired life-style patterns affect choice of work.
- S41. Research how personal and social needs are met through work.
- S42. Practice decision-making skills.
- S43. Judge how one's priorities or goods and services affects one's values and goals.
- S44. Apply decision-making skills in considering alternative career goals.

- S45. Relate educational planning to career options.
- S46. Demonstrate work skills in selected occupational areas.
- S47. Operate in a meaningful and purposeful manner with work and work-related activities in broad occupational areas.
- S48. Measure how people use leisure time in different ways.
- S49. Identify what rewards one receives for leisure-time activities.
- S50. Define the difference between work and leisure.
- S51. Analyze how sex, race, creed and socio-economic background affect leisure-time choices.
- S52. Adapt to new and changing conditions.
- S53. Identify why hobbies and skills may change throughout one's lifetime.
- S54. Describe how leisure time can be used to fulfill personal needs that are not satisfied through work experiences.
- S55. Utilize appropriate resources for selecting potential career options.
- S56. Plan occupational decisions based on self-knowledge.
- S57. Evaluate decisions through testing in the environment.
- S58. Solve discrepancies between real and perceived self.
- S59. Appraise and re-appraise short- and long-range career goals.
- S60. Demonstrate skill in consumer behavior.
- S61. Select instructional courses to acquire entry level job skills.
- S62. Operationalize career options.
- S63. Recognize the relationship between a commitment to education and work and the availability and utilization of leisure time.
- S64. Plan and manage personal leisure time effectively.
- S65. Identify satisfying leisure-time alternatives that enhance individual talents.
- S66. Utilize career resources.
- S67. Reprocess career options and utilization of resources.
- S68. Demonstrate self-confidence to anticipate career choices.
- S69. Explore and analyze at least one career cluster indepth.



- S70. Select a tentative career.
- S71. Explore all resources in one or more careers.
- S72. Assess and implement a personal plan to acquire special skills to pursue certain career patterns.
- S73. Integrate educational experiences with applied experiences in selecting career options.
- S74. Apply legal and financial instruments that govern and protect the worker.
- S75. Project economic implications of career decisions to various life-style patterns.
- S76. Practice consumer behaviors.
- S77. Acquire alternative job skills.
- S78. Demonstrate through planned work experiences knowledge of employable work skills.
- S79. Integrate knowledge and experience into a planned career pattern.
- S80. Acquire skills related to specific jobs (paid and non-paid).
- S81. Meet certification, license and/or required standard for chosen career fields.